

## Agenda of Regular Meeting

### The Board of Trustees Rains ISD

A Regular Meeting of the Board of Trustees of Rains ISD will be held Monday, November 9, 2020, beginning at 6:30 PM in the Board Room - RAINS I.S.D. Administration Building, 1759 W. US Highway 69, Emory, Texas 75440.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- I. OPENING - CALL TO ORDER, PLEDGE(S) OF ALLEGIANCE & INVOCATION
- II. WILDCAT ROAR
- III. OPEN FORUM
- IV. ITEMS FOR DISCUSSION AND/OR ACTION
  - A. Consent Agenda
    1. Minutes of the Previous Meeting
    2. Financial Reports
    3. Quarterly Investment Reports
    4. Permanent School Fund
    5. Campus Improvement Plans
    6. Roofing Agreement- Coryell Roofing and Construction, Inc.
    7. Waiver to Operate Summer Nutrition Program --Added 11/5/2020
    8. Region 15 ESC- 791 Purchasing Cooperative --Added 11/6/2020
  - B. Business and Finance
    1. WAG Report
  - C. Canvass November 3, 2020, VATRE Election Results
  - D. Superintendent Reports
    1. District Activities & Projects
    2. Report of Disbursements
    3. COVID 19- Update
    4. 2020-2021 Calendar
    5. Texas School Safety and Security Audit
    6. 2020-2021 Yearbook Contract
    7. Technology: HP Chromebooks--Added 11/6/2020
- V. PERSONNEL ITEMS FOR DISCUSSION AND/OR ACTION
  - A. Personnel Changes/Update
- VI. CLOSED SESSION
  - A. Personnel, Texas Government Code § 551.074
  - B. Security, Texas Government Code § 551.089

## VII. BOARD CORRESPONDENCE, HANDOUTS (As Available)

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

***\*\*\*BOARD PICTURES - 5:45 p.m.\*\*\****

Posted on November 4, 2020, at 4:10 p.m. for the Rains I.S.D. Board of Trustees.

Revised on November 5, 2020, at 9:30 a.m.

Revised on November 6, 2020, at 12:30 p.m.

**RAINS INDEPENDENT SCHOOL DISTRICT  
MINUTES OF REGULAR BOARD MEETING  
Monday, October 12, 2020**

Members Present: Philip D. Alexander, President  
Denita Young, Vice President  
Heath Sisk, Secretary  
Robert Burns, Member  
Brennan Potts, Member  
Paul Foley, Member  
Eddie Elliott, Member

Others Present: Jennifer Johnson, Superintendent  
Pamela Gilliard, Executive Assistant to Superintendent/Board  
Jeff Fisher, Asst. Superintendent of Finance  
Rachel Bounds, Director of Curriculum/Instruction  
Chuck Fitts, Rains County Leader

**I. OPENING – CALL TO ORDER/PLEDGES OF ALLEGIANCE/INVOCATION**

Philip Alexander called the meeting to order at 6:33 p.m., stating that this meeting had been duly called, a quorum was present, and that notice of the meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Philip Alexander led the Pledges of Allegiance and Robert Burns gave the invocation.

**II. WILDCAT ROAR**

The Junior High Campus was spotlighted for the Wildcat Roar. A video was presented.

**III. OPEN FORUM**

**A. Public Open Forum**

There was no participation for Public Open Forum.

**IV. ITEMS FOR DISCUSSION AND/OR ACTION**

**A. Consent Agenda**

1. **Minutes of Previous Meeting(s) - September 14, 2020**
2. **Financial Reports**
3. **Bank Signatures**
4. **Resolution-Extracurricular Status for 4-H Organization**
5. **Adjunct Faculty Agreement with Rains County 4-H**

Robert Burns made the motion, seconded by Paul Foley, to approve the items on the Consent Agenda.

Motion carried by unanimous vote.

**IV. ITEMS FOR DISCUSSION AND/OR ACTION**

**B. Business and Finance**

**1. WAG Report**

Assistant Superintendent, Jeff Fisher presented a financial report, but no action was required.

**IV. ITEMS FOR DISCUSSION AND/OR ACTION**

**C. Curriculum & Instruction**

**1. 2020-2021 Staff Development Minutes Waiver**

Eddie Elliott made the motion, seconded by Brennan Potts, to approve submission of the 2020-2021 Staff Development Waiver to the Texas Education Agency as presented.

Motion carried by unanimous vote.

**IV. ITEMS FOR DISCUSSION AND/OR ACTION**

**C. Curriculum & Instruction**

**2. ESL Evaluation**

Director of Curriculum/Instruction, Rachel Bounds presented the ESL Evaluation. No action was required.

**IV. ITEMS FOR DISCUSSION AND/OR ACTION**

**C. Curriculum & Instruction**

**3. District Teaching Permit**

Denita Young made the motion, seconded by Eddie Elliott, to approve district teaching permits to the two non-certified teachers that are currently teaching CTE classes at the High School, Juliana Ramirez and Crystal Moczygemba.

Motion carried by unanimous vote.

**IV. ITEMS FOR DISCUSSION AND/OR ACTION**

**C. Curriculum & Instruction**

**4. Literacy/Math Update**

Director of Curriculum/Instruction, Rachel Bounds presented the Board a report over the MAP testing that has been taking place on each campus in the district. No action was required.

**IV. ITEMS FOR DISCUSSION AND/OR ACTION**

**D. Superintendent Reports**

**1. District Activities & Projects**

Superintendent Johnson provided an update on the installation of gas tanks at the bus barn, early voting dates, athletics, and various projects in the district. No action was required.

**IV. ITEMS FOR DISCUSSION AND/OR ACTION**

**D. Superintendent Reports**

**2. COVID-19 Update**

Superintendent Johnson gave a brief update on the current closure due to COVID-19. No action was required.

**IV. ITEMS FOR DISCUSSION AND/OR ACTION**

**D. Superintendent Reports**

**3. Report of Disbursements**

A report of financial disbursements for the month was provided to the Board. No action was required.

**IV. ITEMS FOR DISCUSSION AND/OR ACTION**

**D. Superintendent Reports**

**4. Principals' Recognition Month**

Superintendent Johnson recognized the Principals, Asst. Principals, and Deans of Students. October is "Principals' Recognition Month," as ordered in a proclamation by Texas Governor, Greg Abbott.

**IV. ITEMS FOR DISCUSSION AND/OR ACTION**

**D. Superintendent Reports**

**5. Texas Education Human Resource Day Resolution**

Superintendent Johnson presented the Resolution for Texas Education Human Resource Day to the Board, October 14, 2020 was to be observed as Texas Education Human Resource Day throughout the district.

Robert Burns made the motion, seconded by Paul Foley to approve the Resolution for Texas Education Human Resource Day as presented.

Motion carried by unanimous vote.

**IV. ITEMS FOR DISCUSSION AND/OR ACTION**

**D. Superintendent Reports**

**6. Approve Proposed Revisions to DED(LOCAL)**

Heath Sisk made the motion, seconded by Denita Young, to approve the proposed revisions to Board Policy DED (LOCAL) as presented.

Motion carried by unanimous vote.

**IV. ITEMS FOR DISCUSSION AND/OR ACTION**

**D. Superintendent Reports**

**7. TVCC-Memorandum of Understanding College Preparatory Mathematics and English Language Arts 2020-2021**

Brennan Potts made the motion, seconded by Robert Burns to approve the 2020-2021 TVCC MOU agreement for College Prep Math and ELA as presented.

Motion carried by unanimous vote.

**IV. ITEMS FOR DISCUSSION AND/OR ACTION**

**D. Superintendent Reports**

**8. Board Calendar**

Superintendent Johnson advised the board of the new board calendar updates. No action was required.

**V. PERSONNEL ITEMS**

**A. Personnel Changes/Update**

**Employment:**

- Taylor "Alex" Andrews, District Receptionist/Technology Assistant. Effective 9/14/2020
- Karen Brimer, Curriculum Secretary/Athletic Director Secretary. Effective 9/14/2020
- Brittany Roper, Food Service. Effective 9/14/2020
- Robyn Wolfington, Food Service. Effective 9/25/2020
- Jennifer Duzant, Custodial. Effective 10/5/2020
- Amancio Maya, Maintenance. Effective 10/5/2020
- Paula Cason, Food Service. Effective 10/5/2020

**Transfers/Reassignments:**

- Petra Arredonodo Carmona, JH SpEd Aide. transferred to JH ESL Aide. Effective 10/5/2020
- Courtney McGrew, Food Service, transferred to JH SpEd Aide. Effective 10/14/2020

**Resignations/Terminations:**

- Shezette Holleman, Food Service. Effective 9/11/2020
- Sarah Smith, HS SpEd Aide. Effective 9/11/2020
- Rebecca Micenheimer, HS SpEd Aide. Effective 9/25/2020
- Sandra Gonzalez, JH Aide. Effective 10/2/2020
- Sammy Dwayne Page, Maintenance. Effective 9/15/2020
- Jana Bounds, Intermediate SpEd Aide. Effective 10/8/2020
- Paula Wellman, Cosmetology Teacher. Effective 5/28/2021

**VI. CLOSED SESSION**

**A. Personnel, Texas Government Code § 551.074**

No closed session was needed, and no action was taken on this item.

**VI. CLOSED SESSION**

**B. Security, Texas Government Code § 551.089**

No closed session was needed, and no action was taken on this item.

**VII. BOARD CORRESPONDENCE**

**\*TASA/TASB Virtual Legal Seminar**

**The meeting was adjourned at 7:20 p.m.**

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Board President: Philip Alexander

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Board Secretary: Heath Sisk

## Expenditures October 2020

Account Number Fnd	2020-21 Revised Budget	2020-21 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	794,099.00	125,821.40	668,277.60
199 E 11 --- INSTRUCTION	9,211,083.00	1,520,997.28	7,690,085.72
199 E 12 --- INST. RESOURCES & MEDIA SVCS	186,544.00	42,220.45	144,323.55
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	140,528.00	25,638.07	114,889.93
199 E 21 --- INSTRUCTIONAL LEADERSHIP	317,626.00	58,174.66	259,451.34
199 E 23 --- SCHOOL LEADERSHIP	886,414.00	141,906.11	744,507.89
199 E 31 --- GUIDANCE & COUNSELING	592,075.00	105,710.89	486,364.11
199 E 32 --- SOCIAL WORK SERVICES	37,000.00	35,162.00	1,838.00
199 E 33 --- HEALTH SERVICES	125,896.00	22,572.34	103,323.66
199 E 34 --- PUPIL TRANSPORTATION	1,030,864.00	138,422.03	892,441.97
199 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	0.00	0.00	0.00
199 E 41 --- GENERAL ADMINISTRATION	640,989.00	112,059.22	528,929.78
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	2,157,049.00	397,265.57	1,759,783.43
199 E 52 --- SECURITY & MONITORING SERVICES	94,269.00	11,562.68	82,706.32
199 E 53 --- DATA PROCESSING SERVICES	100,500.00	59,064.00	41,436.00
199 E 61 --- COMMUNITY SERVICES	0.00	0.00	0.00
199 E 71 --- DEBT PAYMENT	89,000.00	0.00	89,000.00
199 E 81 --- FACILITIES ACQUISITION	0.00	0.00	0.00
199 E 93 --- PAYMENTS TO FISCAL AGENTS\MBRS	0.00	0.00	0.00
199 E 99 --- Other Intergovernmental	302,000.00	71,466.16	230,533.84
240 E 35 --- FOOD SERVICES	816,209.00	134,430.43	681,778.57
	17,522,145.00	3,002,473.29	17.1% 14,519,671.71
			16.7% of year

**Non Payroll  
Expenditures  
October 2020**

Account Number Fnd	2020-21 Revised Budget	2020-21 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	449,487.00	75,326.22	374,160.78
199 E 11 --- INSTRUCTION	752,843.00	176,831.25	576,011.75
199 E 12 --- INST. RESOURCES & MEDIA SVCS	51,380.00	18,852.06	32,527.94
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	54,017.00	14,787.98	39,229.02
199 E 21 --- INSTRUCTIONAL LEADERSHIP	63,650.00	15,287.41	48,362.59
199 E 23 --- SCHOOL LEADERSHIP	33,200.00	11,817.56	21,382.44
199 E 31 --- GUIDANCE & COUNSELING	37,145.00	17,029.25	20,115.75
199 E 32 --- SOCIAL WORK SERVICES	37,000.00	35,162.00	1,838.00
199 E 33 --- HEALTH SERVICES	4,550.00	2,218.13	2,331.87
199 E 34 --- PUPIL TRANSPORTATION	395,335.00	37,008.47	358,326.53
199 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	0.00	0.00	0.00
199 E 41 --- GENERAL ADMINISTRATION	172,002.00	41,734.57	130,267.43
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	1,100,500.00	222,748.02	877,751.98
199 E 52 --- SECURITY & MONITORING SERVICES	19,400.00	3,900.50	15,499.50
199 E 53 --- DATA PROCESSING SERVICES	100,500.00	59,064.00	41,436.00
199 E 61 --- COMMUNITY SERVICES	0.00	0.00	0.00
199 E 71 --- DEBT SERVICE	89,000.00	0.00	89,000.00
199 E 81 --- FACILITIES ACQUISITION	0.00	0.00	0.00
199 E 93 --- PAYMENTS TO FISCAL AGENTS\MBRS	0.00	0.00	0.00
199 E 99 --- Other Intergovernmental	302,000.00	71,466.16	230,533.84
		0.00	0.00
240 E 35 --- FOOD SERVICES	474,500.00	72,631.79	401,868.21
	4,136,509.00	875,865.37	21.2% 3,260,644
			16.7% of year

**Payroll  
Expenditures  
October 2020**

Account Number Fnd	2019-20 Revised Budget	2019-20 FYTD Activity	Unencumbered Balance
181 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	344,612.00	50,495.18	294,117
199 E 11 --- INSTRUCTION	8,458,240.00	1,344,166.03	7,114,074
199 E 12 --- INST. RESOURCES & MEDIA SVCS	135,164.00	23,368.39	111,796
199 E 13 --- CURRICULUM DEV.& INST.STF DEV	86,511.00	10,850.09	75,661
199 E 21 --- INSTRUCTIONAL LEADERSHIP	253,976.00	42,887.25	211,089
199 E 23 --- SCHOOL LEADERSHIP	853,214.00	130,088.55	723,125
199 E 31 --- GUIDANCE & COUNSELING	554,930.00	88,681.64	466,248
199 E 32 --- SOCIAL WORK SERVICES	0.00	0.00	0
199 E 33 --- HEALTH SERVICES	121,346.00	20,354.21	100,992
199 E 34 --- PUPIL TRANSPORTATION	635,529.00	101,413.56	534,115
199 E 36 --- COCURRE./EXTRACURR.ACTIVITIES	0.00	0.00	0
199 E 41 --- GENERAL ADMINISTRATION	468,987.00	70,324.65	398,662
199 E 51 --- PLANT MAINTENANCE & OPERATIONS	1,056,549.00	174,517.55	882,031
199 E 52 --- SECURITY & MONITORING SERVICES	74,869.00	7,662.18	67,207
199 E 53 --- DATA PROCESSING SERVICES	0.00	0.00	0
199 E 61 --- COMMUNITY SERVICES	0.00	0.00	0
199 E 81 --- FACILITIES ACQUISITION	0.00	0.00	0
199 E 93 --- PAYMENTS TO FISCAL AGENTS\MBRS	0.00	0.00	0
199 E 99 --- Other Intergovernmental	0.00	0.00	0
240 E 35 --- FOOD SERVICES	341,709.00	61,798.64	279,910
	13,385,636.00	2,126,607.92	15.9% 11,259,028  16.7% of year



# COUNTY OF RAINS

Teresa Northcutt  
County Treasurer  
220 West Quitman Street, Ste. A  
Emory, Texas 75440

Tel: (903) 473-5000 ext 111

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October 28, 2020

## AVAILABLE SCHOOL FUND --- MONEY MARKET ACCOUNT

September 30, 2020 \$100,614.01

## PERMANENT SCHOOL FUND --- MONEY MARKET ACCOUNT

September 30, 2020 \$109,096.88

## PERMANENT SCHOOL FUND INVESTMENTS

\$6,496,000.00

From July 2020 through September 2020, interest from CD's (Avail. Sch. Fd.)

\$27,639.23

Revenue from oil royalties (Permanent School Fund)

\$64,782.37

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Paid a total of \$153,129.12 from Available School Fund to Rains ISD, Lone Oak ISD, Miller Grove ISD and Alba Golden ISD.

3rd Quarter

# COUNTY OF RAINS

July-September

## SCHOOL FUND REPORT

<u>Available School Fund</u>	Beginning Balance	Interest	Royalties	Ending Balance
Money Market	\$ 229,806.25	\$ 153,129.12		\$ 100,614.01
Investments	\$ -	\$ -		
<b>Total Available Fund</b>	<b>\$ 229,806.25</b>	<b>\$ 23,936.88</b> ----- <i>Interest Revenue</i>		<b>\$ 100,614.01</b>
			\$ -	
<u>Permanent School Fund</u>			\$ -	
Money Market	\$ 44,314.51	Change in PF	\$ 64,782.37	\$ 109,096.88
Investments	\$ 6,496,000.00		\$ -	\$ 6,496,000.00
<b>Total Permanent Fund</b>	<b>\$ 6,540,314.51</b>	Permanent Fund Rev -----	<b>\$ 64,782.37</b>	<b>\$ -</b>
				<b>\$ 6,605,096.88</b>
 <u><b>Total School Fund</b></u>	 <b>\$ 6,770,120.76</b>			 <b>\$ 6,705,710.89</b>

**Rain Independent School District**  
**Rains Elementary**  
**2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** November 10, 2020

# Mission Statement

Rains ISD provides a safe and innovative learning environment that nurtures a growth mindset, offers resources and opportunities that maximize each student's potential, and inspires life-long learners in an ever-changing world.

## Vision

In the pursuit of excellence:

We value community partnerships.

We encourage communication.

We embrace challenges.

We celebrate growth and success.

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# Comprehensive Needs Assessment

Revised/Approved: September 28, 2020

## Demographics

### Demographics Summary

Rains I.S.D. is a ESCE-12th grade school district located in Rains County. There are 4 campuses in the district, consisting of one elementary campus, (ECSE-2), one intermediate campus (grades 3-5), one junior high campus (grades 6-8), and one high school campus (grades 9-12). Current enrollment on the elementary campus is 423 students, which is a decrease of 43 students from the 2019-20 school year. The average class size is 19.6 students. The attendance rate is 96.02%.

**Our campus ethnicity demographics (using 2018-2019 TAPR data) are as follows:**

2.8%, African-American

19.8%, Hispanic

74.0%, White

0.2%, American Indian

0.2%, Pacific Islander

0.4%, Asian

2.6%, Two or more races

**Other campus demographics are as follows:**

67.1%, Economically Disadvantaged

32.9%, Non-Educationally Disadvantaged

4.0%, 504

8.4%, English Learners

0.0%, Students with Disciplinary Placements

3.2%, Dyslexia

71.7%, At-Risk

11.6%, Special Education

13.9%, Mobility

The campus has a total staff of 53. There are 35 professional staff, 16 instructional aides. The average number of years of experience for classroom teachers is 12.5 years. RISD had at-home learning from March-May 2020 due to COVID-19.

### Demographics Strengths

Rains Elementary School provides a safe, welcoming, and positive learning environment for all students and community members. The student population is diverse in terms of socio-economic status, ethnicity, and special needs.

\*Special needs programs

\*2 new staff dedicated to RTI program. 6 staff total including dyslexia

\*WIN TIME set up to address at-risk learners

\*PK/HS for early intervention of at-risk learners supported by Region 7 and a grant

\*Collaboration of dedicated staff at grade level, pod level, and grade to grade

\*Mentor teacher for each new teacher plus grade level assistance

\*New RTI program to address COVID knowledge loss: LLI, BAS, and Rigby.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.

**Problem Statement 2 (Prioritized):** None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students leave second grade below grade level.

**Problem Statement 3 (Prioritized):** Two student groups in grades 3-5 did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. **Root Cause:** Math vocabulary is difficult for students with limited English and learning disabilities.

**Problem Statement 4 (Prioritized):** English Learners in grades 3-5 did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31.% **Root Cause:** EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.

**Problem Statement 5 (Prioritized):** No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.

**Problem Statement 6 (Prioritized):** More staff are needed to address data-driven results that reflect a loss of knowledge during the spring 2020 school closure. **Root Cause:** The COVID-19 school closure in the spring of 2020 caused at least a 3-month gap in learning.

**Problem Statement 7 (Prioritized):** Alignment has been limited within and across grade levels in regard to curriculum and resources. **Root Cause:** Teacher leadership teams have not been developed and involved with fidelity and commitment.

# Student Learning

## Student Learning Summary

Student achievement from the Spring of 2020 was tested using MAP during the first 3 weeks of school in the Fall of 2020. Results show that as students move from K to grade 3, the number of students who meet or exceed grade level achievement drops. MAP scores also reflect the fact that students were not in school with in-person instruction since March of 2020.

Other data from LLI, BAS, Rigby, ESGI, teacher observation, and formative assessments indicate that many students are behind in literacy and math. LLI is used to assist with intervention, and BAS & Rigby help level students.

## Student Learning Strengths

All core teachers are highly-qualified and receive annual training in pedagogy. Each department also participates in backwards design and lesson planning, which ensures students are assessed on the prioritized learning targets. With the recent incorporation of more online learning due to COVID-19, teachers and staff have risen to the challenge of creating engaging online classrooms and assignments that are authentic.

Only 28% of kindergartners came in the fall of 2020 behind grade level in MAP Math. Only 14% of kindergartners came in the fall of 2020 behind grade level in MAP Reading.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.

**Problem Statement 2 (Prioritized):** Teacher planning and instruction has varied within and across grade levels, resulting in different levels of student mastery. **Root Cause:** Schedules and PLC times were not consistent, which limited teacher planning.

**Problem Statement 3:** Connection between RTI resources and assessment not creating strong enough data to identify instructional change. **Root Cause:** RTI LLI program is specific to 5 Components of Reading and connects lightly to MAP. Other programs like TPRI or Dibels next year would push the phonics component to lead to instructional change.

**Problem Statement 4:** LLI matches up with HMH, but supplemental material is needed to ensure connection to each program. **Root Cause:** There is a lack of staff involvement in C&I decisions, lack of fidelity in program implementation, and lack of consistency.

# School Processes & Programs

## School Processes & Programs Summary

Instructional programs include TEKS Resource System and state-adopted curriculum. For reading intervention, Rains Intermediate utilizes Leveled Literacy Intervention (LLI) for ESL, special education, and accelerated instruction. Nine-week assessments, Measure of Academic Progress (MAP) in math and reading, and STAAR are used to progress monitor all students. Curriculum resources include Texas Gateway, Google for Education, Lead4ward, Pacing Tools, TEXGUIDES, Discovery Education, interactive notebooks, and other online learning tools.

Student data is managed by Skyward, DMAC, Remind, and Frontline.

Programs that support, recruit, and retain highly-qualified personnel include: mentoring program, First-Year Teacher Academy, Region 7 and 10 training, Teacher Job Network (through Region 10), and positive campus culture and climate. Specific staff development at the beginning of the year and summer included detailed discussions and research on campus-wide procedures that would enhance the learning for all students and support the staff as they work with the students. For the 2020-2021 school year, new staff members were selected who would represent the desired culture of the campus. Interviews were conducted early in the spring to ensure that an appropriate number of candidates could be interviewed for possible employment.

Rains Elementary is committed to providing consistent, rigorous instruction to allow maximum academic growth for students. To support this goal, staff are involved in collaborative meetings to plan instruction, analyze data, and determine needed interventions. Staff are setting up grade level entrance and exit standards that will be communicated to stakeholders.

Rains Elementary recognizes the need to remain current in our knowledge of availability of technology to support instruction; therefore, the campus is preparing for additional devices for the 20-21 school year that will put the campus at a 1 to 1 student to device ratio. Head Start is also adding 20 iPads this school year.

K-2 is in its second year of implementation of Houghton Mifflin/Harcourt for RLA curriculum resources. PK-2 is placing emphasis on the 5 components of reading, including phonics.

## School Processes & Programs Strengths

- \*Unified staff with common vision/goal
- \*Focus on student achievement
- \*Belief that all students can learn
- \*Ready to "Row the Boat"
- \*Schedule is designed for minimal interruptions
- \*Campus-wide procedures in place to minimize off-task behaviors
- \*Grade level PLCs used to develop lesson plans that meet 9 week TEKS outlined in the scope and sequence

- \*Availability of resources: 2 computer labs, 3 Chromebook carts, 4 iPads per classroom, Smart Boards in every classroom, Hatch Learning Systems for PK/HS classrooms
- \*Availability of staff development opportunities: Region VII, Region X, LEA staff development
- \*Relevant assessment data is available to drive and target instruction
- \*Math and reading intervention programs have grown in staffing and resources
- \*MTSS progress monitoring with LLI, BAS, and Rigby
- \*Increase use and selection of guided reading materials
- \*District support of instructional material needs
- \*Addition of another district technology staff member
- \*Commitment to the instructional program is real

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. **Root Cause:** Most consequences involve a removal from the classroom.

**Problem Statement 2 (Prioritized):** With the advent of the COVID 19 impact, many devices are on line at the same time. Internet speed and reliability is a problem on campus. **Root Cause:** Limited technology staff to quickly resolve connectivity issues.

# Perceptions

## Perceptions Summary

Rains Elementary supports a culture of student achievement. With a focus on analyzing performance data and making instructional decisions based on this data, Rains Elementary staff are focused and dedicated to providing a quality learning experience for each student.

The staff of Rains Elementary believe that a partnership between staff/parents/community is vital to the success of the campus. Our focus is providing a vision for student success that encourages participation from all stakeholders.

## Perceptions Strengths

Even with the complication of COVID-19 restrictions, Rains Elementary is working to maintain and build relationships with stakeholders through the following:

- \*Meet the Teacher Event: Scheduled meetings with teachers and families before the first day of school

- \*Friday Morning Meetings: Now broadcast on Facebook Live

- \*PTO: Volunteers and limited involvement began in September to support teachers

- \*Parent Conferences: Offered through Zoom and phone

- \*Fire Prevention Week: Students participated in small groups

Rains Elementary is also working to improve our social media presence. Additionally, students receive guidance lessons from the school counselor to address social situations and mental health.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Some stakeholders do not support the many curricular and logistical changes on campus. **Root Cause:** Change is difficult for some people.

# Priority Problem Statements

**Problem Statement 1:** None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled.

**Root Cause 1:** Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled.

**Root Cause 2:** There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students leave second grade below grade level.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Two student groups in grades 3-5 did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education.

**Root Cause 3:** Math vocabulary is difficult for students with limited English and learning disabilities.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** English Learners in grades 3-5 did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31.%

**Root Cause 4:** EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled.

**Root Cause 5:** Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** More staff are needed to address data-driven results that reflect a loss of knowledge during the spring 2020 school closure.

**Root Cause 6:** The COVID-19 school closure in the spring of 2020 caused at least a 3-month gap in learning.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Alignment has been limited within and across grade levels in regard to curriculum and resources.

**Root Cause 7:** Teacher leadership teams have not been developed and involved with fidelity and commitment.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged.

**Root Cause 8:** Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Teacher planning and instruction has varied within and across grade levels, resulting in different levels of student mastery.

**Root Cause 9:** Schedules and PLC times were not consistent, which limited teacher planning.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target.

**Root Cause 10:** Most consequences involve a removal from the classroom.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** With the advent of the COVID 19 impact, many devices are on line at the same time. Internet speed and reliability is a problem on campus.

**Root Cause 11:** Limited technology staff to quickly resolve connectivity issues.

**Problem Statement 11 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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Federal Report Card Data
- RDA data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

# Goals


Revised/Approved: October 5, 2020








**Goal 1:** Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

**Performance Objective 1:** Uses a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community at least once a week.

**Evaluation Data Sources:** PTO Teacher Support Helpers (Monday thru Thursday) with masks and flow tracing taking place, Principal Roundtable Meetings, Facebook Live for Friday Meetings, Facebook Live Captain's Corner

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Maintain and recruit parents to participate in PTO activities (Volunteering, Parent/Principal Coffees).  <b>Strategy's Expected Result/Impact:</b> Increased parent involvement and higher attendance on Family Nights  <b>Staff Responsible for Monitoring:</b> Administrators, teachers, PTO board members  <b>Title I Schoolwide Elements:</b> 2.4, 3.1, 3.2 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Bilingual staff will be available to assist Spanish-speaking parents during parent/community involvement activities.  <b>Strategy's Expected Result/Impact:</b> Parents will be comfortable to discuss concerns/ask questions, and attend campus activities.  <b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, ESL Teacher, ESL Paraprofessional  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 4  <b>Funding Sources:</b> Salaries - 199 State Bilingual/ESL - \$15,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Communicate with parents and families at least once a week through social media, notes home, email, phone calls, and/or conferences.  <b>Strategy's Expected Result/Impact:</b> Increased communication creates awareness, which creates support for learning.  <b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, teachers, office staff  <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 4:</b> Provide parent information nights, Face Book videos, and mail outs.</p> <p><b>Strategy's Expected Result/Impact:</b> 3 Mailouts per 9 weeks and 7 Facebook Videos per 9 weeks. 3 Parent Nights per year including Meet the Teacher, Principal Round Tables, and going to community meetings when COVID restrictions are discontinued.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Students Office Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0%	 0%	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**






Demographics
<p><b>Problem Statement 4:</b> English Learners in grades 3-5 did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31.% <b>Root Cause:</b> EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.</p>

**Goal 1:** Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

**Performance Objective 2:** Increase the attendance rate from 96.2% to 97.5% by the end of 20-21.

**Evaluation Data Sources:** attendance reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued.</p> <p><b>Strategy's Expected Result/Impact:</b> increased attendance</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers, RISD Police Department</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 5</p>	Reviews						
	Formative			Summative			
	Nov	Jan	Mar	June			
							
 No Progress				 Accomplished			
 Continue/Modify				 Discontinue			

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 5:</b> No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>

**Goal 2:** Develop partnerships within the community to support our students' well-being.

**Performance Objective 1:** Connect with the community to support students at school and outside of school in a variety of areas, from free school supplies to meals over the weekend. We will provide community engagement activities at least twice a semester.

**Evaluation Data Sources:** PTO, Lake Country Neighbors, Emory Baptist Church, Back Pack Buddy, Funny Frogs, Good Samaritans, Brookshire's, Miracle Faith Baptist Church, Believers Baptist Church, Austin Bank, All the parents sending snacks and supplies

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide school supplies and food to students with district and community support.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the food they need, and teachers receiving school supplies and other items to provide instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 2:</b> Open up the school early at 7:00 a.m. and provide after-school care to families for free or at a reduced rate for students in PK-2.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student attendance and support from home</p> <p><b>Staff Responsible for Monitoring:</b> administrators, program directors</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress              Accomplished              Continue/Modify              Discontinue				

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. <b>Root Cause:</b> Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.</p>

**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 1:** Continue to monitor and improve procedures for student drop-off, campus visitors, and afternoon release procedures.

**Evaluation Data Sources:** Amount of time to load 120 to 200 vehicles during release, accident reports, documented COVID-19 cases on the campus

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Color coded tags will be used to identify transportation option and pair students with the appropriate afternoon transportation. Information will also be included to identify who has permission to pick up the child.</p> <p><b>Strategy's Expected Result/Impact:</b> Bus release procedures will be more efficient &amp; safe. Car pick-up will decrease exit time by more than a half.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Students, Staff, Director of Operations, RISD Police Dept.</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> To improve safety and efficiency of student arrival and dismissal: Add a Drive Line Application to parent pick up process; increase lanes used from 2 to 3; use all seven colors.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> No parents will be allowed on campus unless they have an office visit.</p> <p><b>Strategy's Expected Result/Impact:</b> Thill will limit exposure to COVID-19.</p> <p><b>Staff Responsible for Monitoring:</b> office staff, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 2:** Retain our quality staff who do an awesome job for students: The campus will retain 90% of the current staff for 21-22, not including retirements. Quality staff will also be recruited to join us. We will provide a safe and supportive learning environment.

**Evaluation Data Sources:** Utilize our campus mentoring program, supporting our new staff by entire grade level team, utilizing First Year Teacher Academy, Principal covered days for new staff to go and observe other teachers, Superintendent Blue Jean Week Pass every semester, National Teacher Day.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> We will provide 3 extra surprise days per 9 weeks including Muffins, Coffee, Rootbeer Floats, Donuts, Breakfast, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> increased staff morale</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, Office staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress               Accomplished               Continue/Modify               Discontinue				

**Performance Objective 2 Problem Statements:**









Demographics
<p><b>Problem Statement 6:</b> More staff are needed to address data-driven results that reflect a loss of knowledge during the spring 2020 school closure. <b>Root Cause:</b> The COVID-19 school closure in the spring of 2020 caused at least a 3-month gap in learning.</p>

**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 3:** Provide student, teacher, and staff awareness of physical safety, internet safety, violence prevention, suicide prevention, conflict resolution and bullying/cyber-bullying a minimum of three times per year.

**Evaluation Data Sources:** EOY SHAC report, discipline report, emergency drill logs, lesson plans, Raptor reports, counselor risk assessments, district internet filter log

**Summative Evaluation:** None






<p><b>Strategy 1:</b> All doors on campus will remained closed and locked to protect students from an active shooter.  <b>Strategy's Expected Result/Impact:</b> violence prevention  <b>Staff Responsible for Monitoring:</b> administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> The school counselor and teachers will collaborate to incorporate relevant social skills, bullying, character development, and safety curriculum throughout the school year.  <b>Strategy's Expected Result/Impact:</b> Students will handle conflict and crisis in an age-appropriate manner.  <b>Staff Responsible for Monitoring:</b> counselor, teachers  <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> The RISD police department will scheduled and impromptu visits on campus throughout the school year.  <b>Strategy's Expected Result/Impact:</b> Increased visibility of law enforcement creates a feeling of safety and familiarity with staff and students.  <b>Staff Responsible for Monitoring:</b> RISD Chief of Police, administrators  <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 4:</b> Administrators will conduct the required drills regarding the procedures that will be used as written in the Emergency Operations Plan.  <b>Strategy's Expected Result/Impact:</b> Students will be able to quickly and effectively perform safety drills.  <b>Staff Responsible for Monitoring:</b> None  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 4:** Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

**Evaluation Data Sources:** discipline reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Classroom management and student discipline will be handled through the Restorative Practices model.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer students will be assigned ISS, OSS, and DAEP.</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. <b>Root Cause:</b> Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. <b>Root Cause:</b> Most consequences involve a removal from the classroom.</p>

**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 5:** Students will participate in required physical activities to promote and track fitness and health.

**Evaluation Data Sources:** Fitness Gram, School Health Advisory Council (SHAC) minutes, master schedule, enrollment in PE

**Summative Evaluation:** None

**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 6:** Plan for rigorous, consistent instruction in Grades PK-2 that aligns with PK Standards/TEKS through weekly PLC/data meetings.

**Evaluation Data Sources:** MAP growth results, 9 week assessments, report cards, and observations. Assessment tools will be based on the Five Components of Reading with emphasis on phonics. Addition assessments tools will include LLI, BAS, Rigby, ESGI, Local assessments, Interim TEA assessments from 3rd grade questions, and HMH. Potential further tools will come from TEA mandate list of TX-KEA or M Class in kindergarten and M Class or TPRI in first grade. Potential use of TPRI or Dibels may be looked at.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Weekly PLCs will be used to disaggregate data, evaluate the implications of the data, and plan for ongoing, job-embedded support to make instructional changes that will impact the data.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have more instructional strategies to address all levels of learners.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, Asst. Superintendent of Curriculum/Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 4, 5, 7 - Student Learning 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 6 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.</p>
<p><b>Problem Statement 2:</b> None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students leave second grade below grade level.</p>
<p><b>Problem Statement 4:</b> English Learners in grades 3-5 did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31%. <b>Root Cause:</b> EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.</p>
<p><b>Problem Statement 5:</b> No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>
<p><b>Problem Statement 7:</b> Alignment has been limited within and across grade levels in regard to curriculum and resources. <b>Root Cause:</b> Teacher leadership teams have not been developed and involved with fidelity and commitment.</p>
Student Learning

**Problem Statement 1:** The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.







**Problem Statement 2:** Teacher planning and instruction has varied within and across grade levels, resulting in different levels of student mastery. **Root Cause:** Schedules and PLC times were not consistent, which limited teacher planning.

**Goal 4:** Recognize demographic changes of the district and provide support to facilitate student growth.

**Performance Objective 1:** Student groups such as ESL, dyslexia, 504, special education, at-risk, and students in MTSS will be evaluated and monitored for academic growth that is comparable to their peers. Any student who needs accelerated instruction will receive it.

**Evaluation Data Sources:** MAP, ESGI, dyslexia screener, CBA, formative assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The campus will provide literacy support for all student groups who are eligible during WIN Time using Leveled Literacy Intervention (LLI).  <b>Strategy's Expected Result/Impact:</b> Students in LLI will grow in their reading ability at an accelerated rate.  <b>Staff Responsible for Monitoring:</b> interventionists, administrators, teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 1, 4, 5, 6, 7 - Student Learning 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p><b>Strategy 2:</b> The campus will provide math support for all student groups who are eligible during WIN Time.  <b>Strategy's Expected Result/Impact:</b> Students in math intervention will grow in their math ability at an accelerated rate.  <b>Staff Responsible for Monitoring:</b> interventionists, administrators, teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 2, 3, 5, 6, 7 - Student Learning 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.</p>
<p><b>Problem Statement 2:</b> None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students leave second grade below grade level.</p>
<p><b>Problem Statement 3:</b> Two student groups in grades 3-5 did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. <b>Root Cause:</b> Math vocabulary is difficult for students with limited English and learning disabilities.</p>

**Problem Statement 4:** English Learners in grades 3-5 did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31.% **Root Cause:** EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.

**Problem Statement 5:** No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.

**Problem Statement 6:** More staff are needed to address data-driven results that reflect a loss of knowledge during the spring 2020 school closure. **Root Cause:** The COVID-19 school closure in the spring of 2020 caused at least a 3-month gap in learning.

**Problem Statement 7:** Alignment has been limited within and across grade levels in regard to curriculum and resources. **Root Cause:** Teacher leadership teams have not been developed and involved with fidelity and commitment.

### Student Learning

**Problem Statement 1:** The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.

**Problem Statement 2:** Teacher planning and instruction has varied within and across grade levels, resulting in different levels of student mastery. **Root Cause:** Schedules and PLC times were not consistent, which limited teacher planning.

**Goal 4:** Recognize demographic changes of the district and provide support to facilitate student growth.

**Performance Objective 2:** Head Start Program funding \$75,000 for 4 year old students.

**Evaluation Data Sources:** Head Start budget

**Summative Evaluation:** None

**Goal 4:** Recognize demographic changes of the district and provide support to facilitate student growth.

**Performance Objective 3:** If the campus has any migrant students enrolled, the Region 7 SSA will be notified so that migrant services can begin to ensure that the students participate effectively in school.

**Evaluation Data Sources:** enrollment forms verified by Region 7

**Summative Evaluation:** None

**Goal 5:** Provide access to state-of-the-art technology, current training, and awareness of available resources.

**Performance Objective 1:** Provide access to state-of-the-art technology by assigning every student at Rains Elementary 1 device for a 1:1 ratio.

**Evaluation Data Sources:** Internet availability, internet speed, chrome book and chargers as we go one to one, continued development of infrastructure, possible creation of personnel or a system for instructional technology or instructional technologist, and on campus technology problem solver

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The district will purchase, inventory, and assign a Chromebook (grades 1-2) or iPad (kindergarten) for every student at Rains Elementary.</p> <p><b>Strategy's Expected Result/Impact:</b> available for at home instruction if needed; immediate ability to access Google Classroom or any instructional technology</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, Technology Director, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**






Student Learning
<p><b>Problem Statement 1:</b> The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. <b>Root Cause:</b> Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> With the advent of the COVID 19 impact, many devices are on line at the same time. Internet speed and reliability is a problem on campus. <b>Root Cause:</b> Limited technology staff to quickly resolve connectivity issues.</p>

**Goal 5:** Provide access to state-of-the-art technology, current training, and awareness of available resources.

**Performance Objective 2:** Provide on-going and job-embedded training opportunities, rigorous and relevant curriculum, and varied instructional strategies to increase the use of technology in every classroom by the end of 2020-2021.

**Evaluation Data Sources:** Lesson plans, staff development records, Google Classroom participation

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers and staff will have access to multiple training opportunities, including: Region 7, Region 10, on-campus, and online. Staff will seek their own topics based on interest and need.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff instructional technology skills will improve.</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers, Curriculum Director</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 7 - Student Learning 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 7:</b> Alignment has been limited within and across grade levels in regard to curriculum and resources. <b>Root Cause:</b> Teacher leadership teams have not been developed and involved with fidelity and commitment.
<b>Student Learning</b>
<b>Problem Statement 2:</b> Teacher planning and instruction has varied within and across grade levels, resulting in different levels of student mastery. <b>Root Cause:</b> Schedules and PLC times were not consistent, which limited teacher planning.

**Goal 6:** Allocate funds to prepare all students while maintaining effective and efficient operations.

**Performance Objective 1:** Instructional material will be adequately funded. All approved material will be implemented with fidelity and consistency. Material will be evaluated as to whether the material is grade-level appropriate and if it represents the Five Components of Reading. 100% of the campus instructional materials funds will provide resources for required content.

<p><b>Strategy 1:</b> The campus/district will purchase another Second Grade LLI kit to meet the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Full implementation of LLI will result in students improved literacy at an accelerated rate.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, C &amp; I Director, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 6 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Alternative assessments will be evaluated and purchased for the 21-22 school year that focus on the Five Components of Reading and easily show instructional changes that are needed. Example includes TPRI or other state-approved early reading screener.</p> <p><b>Strategy's Expected Result/Impact:</b> Data will be easily interpreted for immediate instructional applications.</p> <p><b>Staff Responsible for Monitoring:</b> intervention staff, administration, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress               Accomplished               Continue/Modify               Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.</p>
<p><b>Problem Statement 5:</b> No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>
<p><b>Problem Statement 6:</b> More staff are needed to address data-driven results that reflect a loss of knowledge during the spring 2020 school closure. <b>Root Cause:</b> The COVID-19 school closure in the spring of 2020 caused at least a 3-month gap in learning.</p>

## Student Learning

**Problem Statement 1:** The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.


**Goal 6:** Allocate funds to prepare all students while maintaining effective and efficient operations.


**Performance Objective 2:** Students will participate in an activity that will aid in the effectiveness and efficiency of students transitioning/promoting from one campus building to another.


**Evaluation Data Sources:** surveys


**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students promoting from 2nd grade to 3rd grade (Rains Elementary to Rains Intermediate) will participate in a tour/seminar to help students transition from one campus to the other.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will adjust faster to the campus and structure with the transition piece in place at the end of each school year.</p> <p><b>Staff Responsible for Monitoring:</b> counselor, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**






<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. <b>Root Cause:</b> Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.</p>

**Goal 7:** Improve student achievement.

**Performance Objective 1:** Raise the Intermediate/Elementary School Report Card rating from a "C" to a "B" in the Student Achievement domain by the end of 20-21 school year. The current score is 72 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To raise the Student Achievement domain to a "B," increase the percentage of students who earn Approaches, Meets, and Masters levels on all STAAR math, reading, writing, and science tests. The current score is 72 in STAAR Performance.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 will receive a B rating for the STAAR Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0%				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 5:</b> No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>
Student Learning
<p><b>Problem Statement 1:</b> The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. <b>Root Cause:</b> Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.</p>

**Goal 7:** Improve student achievement.

**Performance Objective 2:** Raise the Intermediate/Elementary Report Card rating from a "C" to a "B" in the School Progress domain by the end of the 20-21. The current score is 74 out of 100.

**Evaluation Data Sources:** The campus will receive a B rating for the Relative Performance category.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To raise the School Progress domain to a "B," increase the relative performance of economically-disadvantaged students, meaning more eco-dis students must earn Approaches on all STAAR exams. The current score in Relative Performance is 73.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive a B rating for the Relative Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 5 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> To raise the School Progress domain to a "B," increase the academic growth measure on all STAAR exams. This means that more students need to meet or exceed one year's worth of growth on each test. The current score is 74.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 will receive a B rating for the Academic Growth category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress                       Accomplished                       Continue/Modify                       Discontinue				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.</p>
<p><b>Problem Statement 2:</b> None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students leave second grade below grade level.</p>
<p><b>Problem Statement 5:</b> No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-</p>

American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.

### Student Learning




**Problem Statement 1:** The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.

**Goal 7:** Improve student achievement.

**Performance Objective 3:** Raise the Intermediate/Elementary Report Card rating from a "D" to a "B" in the Closing the Gaps domain by the end of the 20-21. The current score is 68 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Raise the Closing the Gaps rating from a "D" to a "B" in the area of Grade Level Performance by the end of the 20-21. To raise the Closing the Gaps domain to a "B," increase the grade level performance of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. The current score is 0.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 will receive a B rating for the Grade Level Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted</b></p> <p><b>Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Raise the Closing the Gaps rating from a "B" to an "A" in the area of Academic Growth by the end of the 20-21. To raise the Closing the Gaps domain to a "B," increase the academic growth of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must grow at least one academic year in order to get credit in this category. The current score is 88, which is good. Only 2 student groups did not meet Academic Growth targets.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 will receive an A rating for the Academic Growth category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted</b></p> <p><b>Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Reviews</b>			
<p><b>Strategy 3:</b> To raise the Closing the Gaps domain to a "B," increase the percentage of English Learners who meet the target on the TELPAS Progress measure. The current score is 0. Only 31% of students met the progress measure, and 36% of students was the target.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 will receive an B rating for the English Language Proficiency category.</p> <p><b>Staff Responsible for Monitoring:</b> ESL teacher, RLA teachers, TELPAS raters, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted</b></p> <p><b>Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
	Nov 	Jan	Mar	June
	Nov 	Jan	Mar	June

**Strategy 4:** To raise the Closing the Gaps domain to a "B," increase the student achievement of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must meet the average percentage of students who approach, meet, and master grade level tests in order to get credit in this category. The current score is 0.


**Strategy's Expected Result/Impact:** K-5 will receive an B rating for the Student Achievement category.

**Staff Responsible for Monitoring:** teachers, administrators

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted**

**Support Strategy - Results Driven Accountability**

**Problem Statements:** Demographics 5

Reviews			
Formative			Summative
Nov	Jan	Mar	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Problem Statements:






Demographics
<p><b>Problem Statement 1:</b> None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.</p>
<p><b>Problem Statement 2:</b> None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students leave second grade below grade level.</p>
<p><b>Problem Statement 3:</b> Two student groups in grades 3-5 did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. <b>Root Cause:</b> Math vocabulary is difficult for students with limited English and learning disabilities.</p>
<p><b>Problem Statement 4:</b> English Learners in grades 3-5 did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31.% <b>Root Cause:</b> EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.</p>
<p><b>Problem Statement 5:</b> No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>

**Goal 7:** Improve student achievement.

**Performance Objective 4:** Raise the Intermediate/Elementary School Report Card rating from a "C" to a "B" in the Student Achievement domain by the end of 20-21 school year. The current score is 72 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To raise the Student Achievement domain to a "B," increase the percentage of students who earn Approaches, Meets, and Masters levels on all STAAR math, reading, writing, and science tests. The current score is 72 in STAAR Performance.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 will receive a B rating for the STAAR Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 5, 7 - Student Learning 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**







Demographics
<p><b>Problem Statement 5:</b> No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>
<p><b>Problem Statement 7:</b> Alignment has been limited within and across grade levels in regard to curriculum and resources. <b>Root Cause:</b> Teacher leadership teams have not been developed and involved with fidelity and commitment.</p>
Student Learning
<p><b>Problem Statement 2:</b> Teacher planning and instruction has varied within and across grade levels, resulting in different levels of student mastery. <b>Root Cause:</b> Schedules and PLC times were not consistent, which limited teacher planning.</p>

**Goal 7:** Improve student achievement.

**Performance Objective 5:** Raise the Intermediate/Elementary Report Card rating from a "C" to a "B" in the School Progress domain by the end of the 20-21. The current score is 74 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To raise the School Progress domain to a "B," increase the relative performance of economically-disadvantaged students, meaning more eco-dis students must earn Approaches on all STAAR exams. The current score in Relative Performance is 73.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 will receive a B rating for the Relative Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 5 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> To raise the School Progress domain to a "B," increase the academic growth measure on all STAAR exams. This means that more students need to meet or exceed one year's worth of growth on each test. The current score is 74.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 will receive a B rating for the Academic Growth category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 5 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.</p>
<p><b>Problem Statement 2:</b> None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students leave second grade below grade level.</p>
<p><b>Problem Statement 5:</b> No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-</p>

American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.

### Student Learning




**Problem Statement 1:** The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.






**Goal 7:** Improve student achievement.

**Performance Objective 6:** Raise the Intermediate Report Card rating from a "D" to a "B" in the Closing the Gaps domain by the end of the 20-21. The current score is 68 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Raise the Closing the Gaps domain from a "D" to a "B" in the area of Grade Level Performance by the end of the 20-21. To raise the Closing the Gaps domain to a "B," increase the grade level performance of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. The current score is 0.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 will receive a B rating for the Grade Level Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p><b>Strategy 2:</b> Raise the Closing the Gaps domain rating from a "B" to an "A" in the area of Academic Growth by the end of the 20-21. To raise the Closing the Gaps domain to a "B," increase the academic growth of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must grow at least one academic year in order to get credit in this category. The current score is 88.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 will receive an A rating for the Academic Growth category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p><b>Strategy 3:</b> To raise the Closing the Gaps domain to a "B," increase the percentage of English Learners who meet the target on the TELPAS Progress measure. The current score is 0. Only 31% of students met the progress measure, and 36% of students was the target.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 will receive an B rating for the English Language Proficiency category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p><b>Strategy 4:</b> To raise the Closing the Gaps domain to a "B," increase the student achievement of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must meet the average percentage of students who approach, meet, and master grade level tests in order to get credit in this category. The current score is 0.</p> <p><b>Strategy's Expected Result/Impact:</b> K-5 will receive an B rating for the Student Achievement category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 5</p>	Reviews				
	Formative			Summative	
	Nov	Jan	Mar	June	
					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

**Performance Objective 6 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.</p>
<p><b>Problem Statement 2:</b> None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students leave second grade below grade level.</p>
<p><b>Problem Statement 3:</b> Two student groups in grades 3-5 did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. <b>Root Cause:</b> Math vocabulary is difficult for students with limited English and learning disabilities.</p>
<p><b>Problem Statement 4:</b> English Learners in grades 3-5 did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31.% <b>Root Cause:</b> EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.</p>
<p><b>Problem Statement 5:</b> No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>

**Goal 7:** Improve student achievement.

**Performance Objective 7:** Student Achievement: By the end of 2020-2021, 80% of students in Grades K-2 will demonstrate at least 50th percentile RIT scores on MAP Growth Reading.

**Evaluation Data Sources:** MAP Growth Reading Report, but also look at the whole child including HMH, LLI, BAS, Rigby, and ESGI assessment growth from beginning to middle to end. LLI, BAS, and Rigby lead to instructional change. With Covid 19 impact, an achievable percentage may be 70%. Emphasis will be on growth during the year. utilize RTI/Care Team to make data driven decisions.

**Summative Evaluation:** Met Objective

<p><b>Strategy 1:</b> K-2 teachers will provide remediation after 1st administration MAP Growth Reading and BAS using detailed reports outlining needed remediation areas. "Wildcat Time" will be a scheduled intervention time for ALL students.</p> <p><b>Strategy's Expected Result/Impact:</b> K-2 teachers will incorporate specific skills/strategies into literacy stations daily. Strategies will be aligned with phonics curriculum, and nine week assessments will measure growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 5, 7 - Student Learning 1, 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> K-2 teachers will review/revise 9 week assessments to ensure TEKS are effectively presented and mastered. TEKS Resource System, TExGUIDES, and Pacing Tools will be used as curriculum guides.</p> <p><b>Strategy's Expected Result/Impact:</b> Nine week assessments will check for understanding of skills covered and allow teachers to provide interventions for skills not mastered.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 6, 7 - Student Learning 1, 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 3:</b> Provide additional instructional support for all students through the use of interventionists. Support will be offered for Reading instruction at all academic levels. Intervention team will work with classroom teachers to provide effective intervention strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention attendance will be kept to show evidence that students are attending. Ongoing progress/documentation will be evaluated by the RTI Committee.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, Team Leaders, RTI Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 6 - Student Learning 1</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$50,000, - 199 State Compensatory Education (SCE) - \$130,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 7 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 1:</b> None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development. Assessment and curriculum have not addressed the 5 components of reading, specifically phonics.</p>
<p><b>Problem Statement 5:</b> No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.</p>
<p><b>Problem Statement 6:</b> More staff are needed to address data-driven results that reflect a loss of knowledge during the spring 2020 school closure. <b>Root Cause:</b> The COVID-19 school closure in the spring of 2020 caused at least a 3-month gap in learning.</p>
<p><b>Problem Statement 7:</b> Alignment has been limited within and across grade levels in regard to curriculum and resources. <b>Root Cause:</b> Teacher leadership teams have not been developed and involved with fidelity and commitment.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. <b>Root Cause:</b> Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.</p>
<p><b>Problem Statement 2:</b> Teacher planning and instruction has varied within and across grade levels, resulting in different levels of student mastery. <b>Root Cause:</b> Schedules and PLC times were not consistent, which limited teacher planning.</p>

**Goal 7:** Improve student achievement.

**Performance Objective 8:** To improve student achievement by the end of 2020-2021, 80% of students in Grades K-2 will demonstrate at least 50th percentile RIT scores on MAP Growth Math.

**Evaluation Data Sources:** MAP Growth Math report, but also look at the whole child including ESGI and local observation of skills mastered. With Covid 19 impact, an achievable level may be 70%. Emphasis will be on growth during the year and the gaining of skills through out the year.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> K-2 teachers will provide remediation after administration of MAP Growth Math K-2. Teachers will plan weekly as a team to align lessons to TEKS and create common lessons and assessments. Resources used as curriculum guides are TEKS Resource System, TExGUIDES, and Pacing Tools.</p> <p><b>Strategy's Expected Result/Impact:</b> The effectiveness of team planning will be evident in the lesson plans and by the performance of students in grades K-2 on Numeracy Tests.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 2, 5, 7 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> TEKS Resource System - 270 Title V, Part B, Rural Low Income - \$2,439</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> K-2 teachers will review/revise 9 week assessments to ensure Readiness Standards are addressed.</p> <p><b>Strategy's Expected Result/Impact:</b> Nine week assessments will check for understanding of skills covered and allow teachers to provide interventions for skills not mastered.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 5, 7 - Student Learning 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Education Galaxy computer program in computer lab and on iPad will assess students' knowledge and reteach when necessary. iPads will increase math fact fluency and help practice skills needed to master TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on Numeracy and 9 weeks assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean of Students, Team Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 2, 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 8 Problem Statements:

### Demographics

**Problem Statement 2:** None of the specific student groups in grades 3-5 met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students leave second grade below grade level.

**Problem Statement 3:** Two student groups in grades 3-5 did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. **Root Cause:** Math vocabulary is difficult for students with limited English and learning disabilities.

**Problem Statement 5:** No student groups in grades 3-5 met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier I instruction across in all areas has lacked alignment and research-based resources, and teachers have not been supported with quality PD.

**Problem Statement 7:** Alignment has been limited within and across grade levels in regard to curriculum and resources. **Root Cause:** Teacher leadership teams have not been developed and involved with fidelity and commitment.

### Student Learning

**Problem Statement 1:** The number of students who have gaps in reading and math achievement increase as students move from K-3, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Tier I instruction in math and reading has not been equitable and implemented with fidelity for all student groups.

**Problem Statement 2:** Teacher planning and instruction has varied within and across grade levels, resulting in different levels of student mastery. **Root Cause:** Schedules and PLC times were not consistent, which limited teacher planning.

# State Compensatory

## Budget for Rains Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$130,000.00
	<b>6100 Subtotal:</b>	<b>\$130,000.00</b>

## Personnel for Rains Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Austin Griffin	Intervention		
Candice Mooring	Intervention		
Debra Luker	Intervention		
Joy Beaird	Content Mastery/Art		
Julie Smith	Content Mastery		
Paula Williams	Content Mastery		

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

We are school wide Title One addressing reading and reading in math. We are utilizing HMH, LLI, BAS, Rigby, ESGI, and teacher observations.

We have WINTIME in place which is a 30 to 45 minute intervention plan for each class.

We have a separate dyslexia program that runs in coordination with the intervention.

We have a Fall and Spring parent meeting to talk about this program.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

We have a committee of teachers and staff from all levels of the school. We meet and discuss the improvements we seek. We pass this information on to the district wide team as well.

### **2.2: Regular monitoring and revision**

We monitor increases in performance weekly in quick observation and mini assessments. We monitor long term increases and success with beginning of the year, middle of the year, and end of the year assessments.

Teachers are all highly qualified and certified.

### **2.3: Available to parents and community in an understandable format and language**

Parents and community receive letters on testing results with notes on how to read results.

Parents and community are invited to the Principal Roundtable where the principal and department heads talk about their programs.

Facebook videos are posted on testing and data.

### **2.4: Opportunities for all children to meet State standards**

We are placing an emphasis on front end learning with standards and TEKS used to create lesson plans to reach goals.

Goals and assessments at the 9 week periods are created prior to lesson plan construction.

## **2.5: Increased learning time and well-rounded education**

This year the school day starts at 7:45 am and ends at 3:30 pm. An additional 20 minutes a day has been added.

Instructional minutes are protected for core curricular subjects such as math, reading, science, and social studies. Alternatives to disciplinary removals are being explored by administrators in order to ensure that all students have increased learning time, even when there are violations of the Student Code of Conduct.

## **2.6: Address needs of all students, particularly at-risk**

All students receive high-quality Tier I instruction that meet state standards. At-risk students are identified, served, and monitored to ensure progress toward these standards is expected and maintained.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

Parent and Family Engagement Policy and Compact has already been created and is revised annually with stakeholder input.

This will be passed out at each Principal Roundtable.

## **3.2: Offer flexible number of parent involvement meetings**

Parent involvement meetings are held periodically throughout the school year as part of PTO, CPOC, DEIC, Meet the Teacher, Open House, etc.

Due to COVID-19, the number and type of parent involvement meetings will vary during the 20-21 school year, and many will be available virtually. Meetings are offered at different times to accommodate as many families as possible.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christine McAllister	Kindergarten		
Pam Cole	ESL		
Wendy Thurman	Intervention		

## 2020-2021 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Bill Morgan	Principal
Administrator	Lori Dickens	Dean of Students
Classroom Teacher	Stephanie Hurley	Kindergarten Teacher
Classroom Teacher	Christine McAllister	Kindergarten teacher
Classroom Teacher	Teresa Burns	Dyslexia Teacher
Classroom Teacher	Jennifer Pederson	2nd grade teacher
Classroom Teacher	Diane Coffman	PK teacher
Classroom Teacher	Lori Sheppard	2nd grade teacher
Non-classroom Professional	Stacey Whitehead	Counselor
Classroom Teacher	Holly Thomas	1st grade teacher
Business Representative	Eric Velasquez	Business Owner
Community Representative	Christopher Bennett	Community Member
Parent	Kailee Bennett	Parent

# Campus Funding Summary

199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	7	3			\$130,000.00
<b>Sub-Total</b>					\$130,000.00
<b>Budgeted Fund Source Amount</b>					\$130,000.00
<b>+/- Difference</b>					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	7	3			\$50,000.00
<b>Sub-Total</b>					\$50,000.00
<b>Budgeted Fund Source Amount</b>					\$50,000.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$180,000.00

# Addendums

**Rain Independent School District**  
**Rains High School**  
**2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** November 10, 2020

# Mission Statement

Rains ISD provides a safe and innovative learning environment that nurtures a growth mindset, offers resources and opportunities that maximize each student's potential, and inspires life-long learners in an ever-changing world.

## Vision

In the pursuit of excellence:

We value community partnerships.

We encourage communication.

We embrace challenges.

We celebrate growth and success.

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# Comprehensive Needs Assessment

Revised/Approved: September 29, 2020

## Demographics

### Demographics Summary

With input from administrators, faculty members, students, and the community Rains High School will provide a positive and challenging learning environment for students of various backgrounds and beliefs.

RHS is a campus in Emory, Texas, that serves all students in grades 9-12 in Rains County. The total campus enrollment is 488 students. The average student to teacher ratio is 18:1. The attendance rate is 95.95%.

### Our campus ethnicity demographics (using 2018-2019 TAPR data) are as follows:

2.2%, African-American

15.4%, Hispanic

78.9%, White

0.9%, American Indian

0.2%, Asian

2.4%, Two or more races

### Other campus demographics are as follows:

57.4%, Economically Disadvantaged

42.6%, Non-Educationally Disadvantaged

8.5%, 504

3.3%, English Learners

5.9%, Students with Disciplinary Placements

9.6%, Dyslexia

43.9%, At-Risk

12.0%, Special Education

16.1%, Mobility

## Demographics Strengths

Rains High School provides a safe, welcoming, and positive learning environment for all students and community members. The student population at Rains High School is diverse in terms of socio-economic status, ethnicity, and special needs.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Low performance of economically-disadvantaged students on state and national tests. **Root Cause:** Students from low-socioeconomic households have fewer educational and enrichment opportunities throughout their adolescence.

**Problem Statement 2 (Prioritized):** The percentage of Special Ed students passing English I was extremely low at 29%. **Root Cause:** Many students in special education have low reading levels.

**Problem Statement 3 (Prioritized):** The failure rate in high school has increased to 15.5%, the honor roll rate has decreased to 46%, and the dropout rate has increased to 3.1%. **Root Cause:** Increased rigor in the classroom, lack of critical thinking skills, and student apathy have made it difficult for students to succeed.

**Problem Statement 4 (Prioritized):** Fewer English Learners earned Approaches than their non-EL counterparts: Algebra I (70% EL vs. 86% overall), Biology (67% EL vs. 91% overall), US History (71% EL vs. 94% overall). **Root Cause:** Teacher pedagogy is not meeting the needs of student sub-pops, including the lack of teacher differentiation and time to remediate for missing foundational skills.

**Problem Statement 5 (Prioritized):** Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: Hispanic and White. **Root Cause:** There is little time during the instructional day for reading teachers to remediate in Tier I, II, and III.

**Problem Statement 6 (Prioritized):** Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: White and Non-Continuously Enrolled. **Root Cause:** There is little time during the instructional day for math teachers to remediate in Tier I, II, and III.

**Problem Statement 7 (Prioritized):** Specific student groups met 0 out of 3 state targets in the Closing the Gaps domain for graduation rate: All Students, White, and Economically Disadvantaged. **Root Cause:** Students who have discipline and attendance issues are increasingly likely to drop out of high school to avoid school-assigned consequences.

# Student Learning

## Student Learning Summary

### **ACHIEVEMENT:**

Overall, students in grades 9-12 performed at or above the state level on STAAR EOCs. Here is a summary of the spring 2018 passing (Approaches) scores for all student groups:

Reading, 77%

Math, 86%

Science, 91%

Social Studies, 94%

### **CCMR:**

Overall, 58% of RHS graduates in 2018 were ready for college, career, or military.

### **CLOSING THE GAPS:**

RHS students met 8 of the 12 targets, or 67%, for grade level performance on the 2019 state accountability system. The student groups that did not meet the state target in Reading are Hispanic and White. The student groups that did not meet the state target in Math are White and Not Continuously Enrolled.

### **GRADUATION RATE:**

RHS students met 0 of the 3 targets, or 0%, for the graduation rate in all student groups on the 2019 state accountability system. The six-year graduation rate is 95.2%.

## Student Learning Strengths

All core teachers are highly-qualified and receive annual training in pedagogy. Each department also participates in backwards design and lesson planning, which ensures students are assessed on the prioritized learning targets. With the recent incorporation of more online learning due to COVID-19, teachers and staff have risen to the challenge of creating engaging online classrooms and assignments that are authentic.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Few disadvantaged students score Meets or Masters level on state assessments. **Root Cause:** Gaps in learning from PK-8 create a divide in achievement so that many disadvantaged students meet the Approaches level on state assessments.

**Problem Statement 2 (Prioritized):** Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. **Root Cause:** Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.

**Problem Statement 3 (Prioritized):** Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. **Root Cause:** No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.

**Problem Statement 4 (Prioritized):** The graduation rate continues to decline by about 4% annually. **Root Cause:** Students drop out of school in grades 9-12 due to discipline, grades, jobs, and lack of support.

# School Processes & Programs

## School Processes & Programs Summary

Rains High School uses a variety of programs and assessments to analyze the needs of our students. We require students to take comprehensive exams every nine weeks. We also evaluate student reading and math progress three times a year using Measure of Academic Progress (MAP).

Programs utilized to improve instruction and increase student success include: TEKS Resource System, TExGUIDES, Pacing Tools, DMAC, Texas Gateway, Lead4ward, Google Classroom, A+, Remind App, Discovery Education, Brain Pop, and various other instructional supports. Curriculum resources include Texas Gateway, Google for Education, Lead4ward, Pacing Tools, TExGUIDES, Discovery Education, interactive notebooks, and other online learning tools.

Student data is managed by Skyward, DMAC, Remind, and Frontline.

Programs that support, recruit, and retain highly-qualified personnel include: mentoring program, First-Year Teacher Academy, Region 7 and 10 training, Teacher Job Network (through Region 10), and a positive campus culture and climate.

Rains High School is partnered with Trinity Valley Community College and Texas A&M-Commerce to offer a multiple of dual credit classes to eligible students at low to no cost to the student.

## School Processes & Programs Strengths

Rains High School has increased our student to computer ratio from 1:10 two years ago, to now 1:2. The campus anticipates increased inventory of Chromebooks in the fall of 2020, which should make the student to computer ratio 1:1.

We are adding more CTE courses and pathways that involve the growing use of technology and allow students the opportunities to gain certificates and state licenses. Student enrollment in dual credit classes has seen an increase in the last two years.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students graduate from RHS unprepared for different technologies that will be embedded in college and career. **Root Cause:** There is a lack of funding to build and sustain instructional technology staff and resources.

**Problem Statement 2 (Prioritized):** The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. **Root Cause:** Most consequences involve a removal from the classroom.

# Perceptions

## Perceptions Summary

Rains High School works diligently to create a culture of success and high expectations. It is our goal to provide students the opportunity to achieve at the highest levels in a positive and safe learning environment.

## Perceptions Strengths

Staff, students, and families give annual feedback that indicate they perceive RHS as safe, inclusive, and competitive in academics and extra-curricular activities.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Although we strive to create a positive climate, external variables, such as social and news media impact student's mindset. **Root Cause:** World issues presented to students daily on multiple platforms.

# Priority Problem Statements

**Problem Statement 1:** Low performance of economically-disadvantaged students on state and national tests.

**Root Cause 1:** Students from low-socioeconomic households have fewer educational and enrichment opportunities throughout their adolescence.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The percentage of Special Ed students passing English I was extremely low at 29%.

**Root Cause 2:** Many students in special education have low reading levels.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** The failure rate in high school has increased to 15.5%, the honor roll rate has decreased to 46%, and the dropout rate has increased to 3.1%.

**Root Cause 3:** Increased rigor in the classroom, lack of critical thinking skills, and student apathy have made it difficult for students to succeed.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Fewer English Learners earned Approaches than their non-EL counterparts: Algebra I (70% EL vs. 86% overall), Biology (67% EL vs. 91% overall), US History (71% EL vs. 94% overall).

**Root Cause 4:** Teacher pedagogy is not meeting the needs of student sub-pops, including the lack of teacher differentiation and time to remediate for missing foundational skills.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Few disadvantaged students score Meets or Masters level on state assessments.

**Root Cause 5:** Gaps in learning from PK-8 create a divide in achievement so that many disadvantaged students meet the Approaches level on state assessments.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments.

**Root Cause 6:** Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Students graduate from RHS unprepared for different technologies that will be embedded in college and career.

**Root Cause 7:** There is a lack of funding to build and sustain instructional technology staff and resources.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Although we strive to create a positive climate, external variables, such as social and news media impact student's mindset.

**Root Cause 8:** World issues presented to students daily on multiple platforms.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target.

**Root Cause 9:** Most consequences involve a removal from the classroom.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: Hispanic and White.

**Root Cause 10:** There is little time during the instructional day for reading teachers to remediate in Tier I, II, and III.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: White and Non-Continuously Enrolled.

**Root Cause 11:** There is little time during the instructional day for math teachers to remediate in Tier I, II, and III.

**Problem Statement 11 Areas:** Demographics

**Problem Statement 12:** Specific student groups met 0 out of 3 state targets in the Closing the Gaps domain for graduation rate: All Students, White, and Economically Disadvantaged.

**Root Cause 12:** Students who have discipline and attendance issues are increasingly likely to drop out of high school to avoid school-assigned consequences.

**Problem Statement 12 Areas:** Demographics

**Problem Statement 13:** Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state.

**Root Cause 13:** No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** The graduation rate continues to decline by about 4% annually.

**Root Cause 14:** Students drop out of school in grades 9-12 due to discipline, grades, jobs, and lack of support.

**Problem Statement 14 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

### **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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback

- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals





**Goal 1:** Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

**Performance Objective 1:** During the 2020-2021 school year, RHS will increase communication with students, parents, and community members to a minimum of two times a week.

**Evaluation Data Sources:** RHS YouTube Channel, Remind app, Skyward emails, positive contact log, digital announcement boards, social media

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Invite the community into our school with events such as: FAFSA Night, Dual Credit Night, Virtual Open House, Virtual Meet the Teacher Night, Senior It's Your Life Conference, Freshman Parent Night, Special Programs Night</p> <p><b>Strategy's Expected Result/Impact:</b> Community support for the campus will increase.</p> <p><b>Staff Responsible for Monitoring:</b> principals, teachers, Student Council sponsor, campus program coordinators</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 7 - Student Learning 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Increase participation in Art Club community events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of murals and community projects completed</p> <p><b>Staff Responsible for Monitoring:</b> Principals, art teacher</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Teachers will make positive contact with six students' guardians every nine weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> principals, teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 7</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 4:</b> CPOC meetings will involve stakeholders and the public with campus decision making.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategies will be implemented, monitored, and evaluated, and the campus will improve.</p> <p><b>Staff Responsible for Monitoring:</b> principals, teachers, community members</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 3, 4, 5, 6, 7 - Student Learning 1, 2, 3, 4 - School Processes &amp; Programs 1, 2 - Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> The campus will communicate regularly with parents and families through email, letters, YouTube, social media, Remind App, and phone calls.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance and family engagement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> principals, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Low performance of economically-disadvantaged students on state and national tests. <b>Root Cause:</b> Students from low-socioeconomic households have fewer educational and enrichment opportunities throughout their adolescence.
<b>Problem Statement 2:</b> The percentage of Special Ed students passing English I was extremely low at 29%. <b>Root Cause:</b> Many students in special education have low reading levels.
<b>Problem Statement 3:</b> The failure rate in high school has increased to 15.5%, the honor roll rate has decreased to 46%, and the dropout rate has increased to 3.1%. <b>Root Cause:</b> Increased rigor in the classroom, lack of critical thinking skills, and student apathy have made it difficult for students to succeed.
<b>Problem Statement 4:</b> Fewer English Learners earned Approaches than their non-EL counterparts: Algebra I (70% EL vs. 86% overall), Biology (67% EL vs. 91% overall), US History (71% EL vs. 94% overall). <b>Root Cause:</b> Teacher pedagogy is not meeting the needs of student sub-pops, including the lack of teacher differentiation and time to remediate for missing foundational skills.
<b>Problem Statement 5:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: Hispanic and White. <b>Root Cause:</b> There is little time during the instructional day for reading teachers to remediate in Tier I, II, and III.
<b>Problem Statement 6:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: White and Non-Continuously Enrolled. <b>Root Cause:</b> There is little time during the instructional day for math teachers to remediate in Tier I, II, and III.
<b>Problem Statement 7:</b> Specific student groups met 0 out of 3 state targets in the Closing the Gaps domain for graduation rate: All Students, White, and Economically Disadvantaged. <b>Root Cause:</b> Students who have discipline and attendance issues are increasingly likely to drop out of high school to avoid school-assigned consequences.
<b>Student Learning</b>

**Problem Statement 1:** Few disadvantaged students score Meets or Masters level on state assessments. **Root Cause:** Gaps in learning from PK-8 create a divide in achievement so that many disadvantaged students meet the Approaches level on state assessments.

**Problem Statement 2:** Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. **Root Cause:** Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.

**Problem Statement 3:** Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. **Root Cause:** No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.

**Problem Statement 4:** The graduation rate continues to decline by about 4% annually. **Root Cause:** Students drop out of school in grades 9-12 due to discipline, grades, jobs, and lack of support.

### School Processes & Programs

**Problem Statement 1:** Students graduate from RHS unprepared for different technologies that will be embedded in college and career. **Root Cause:** There is a lack of funding to build and sustain instructional technology staff and resources.

**Problem Statement 2:** The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. **Root Cause:** Most consequences involve a removal from the classroom.

### Perceptions

**Problem Statement 1:** Although we strive to create a positive climate, external variables, such as social and news media impact student's mindset. **Root Cause:** World issues presented to students daily on multiple platforms.





**Goal 1:** Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

**Performance Objective 2:** Students and parents will be provided with current information regarding curriculum choices, endorsements, and information pertaining to higher education for all students in grades eight through twelve at least once a month.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Student choice sheets, dual credit enrollment, social media, and student records

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Meet with 8th graders and their parents about the up-coming school year and all their choices on the high school campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will successfully sign-up for an endorsement under House Bill 5 and will be aware of their choices.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Students, Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Meet with every high school class about the up-coming school year and all their choices on the high school campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Continue to use electronic Class Choice sheets to be filled out by each student.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Students, High School Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> The high school course guide will be placed online for public record.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and students will be kept informed of curriculum and college courses.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Students</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Parents will have real-time access to digital student records.</p> <p><b>Strategy's Expected Result/Impact:</b> Through Skyward access, students and parents can access discipline, attendance, grades and beginning of the year enrollment.</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS, Principals, Dean of Students, High School Counselor</p> <p><b>Funding Sources:</b> - 199 General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

**Performance Objective 3:** Increase the attendance rate from 95.95% to 97% by the end of 20-21.

**Evaluation Data Sources:** attendance report

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers, RISD Police Department</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**







Demographics
<p><b>Problem Statement 3:</b> The failure rate in high school has increased to 15.5%, the honor roll rate has decreased to 46%, and the dropout rate has increased to 3.1%. <b>Root Cause:</b> Increased rigor in the classroom, lack of critical thinking skills, and student apathy have made it difficult for students to succeed.</p>
Student Learning
<p><b>Problem Statement 4:</b> The graduation rate continues to decline by about 4% annually. <b>Root Cause:</b> Students drop out of school in grades 9-12 due to discipline, grades, jobs, and lack of support.</p>

**Goal 2:** Develop partnerships within the community to support our students' well-being.

**Performance Objective 1:** RHS will partner with the community to provide additional supports for students.

**Evaluation Data Sources:** calendar events

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Guest speakers from the community will be invited to share guidance, experience, and resources to students to prepare them for college, career, and the military.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more prepared for college, career, and military.</p> <p><b>Staff Responsible for Monitoring:</b> counselor, teachers, program coordinators</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3, 7 - Student Learning 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0%				
<p><b>Strategy 2:</b> RHS will partner with Communities in Schools to provide an on-site social worker to at-risk students Monday-Thursday.</p> <p><b>Strategy's Expected Result/Impact:</b> At-risk students will receive timely, professional support as needed.</p> <p><b>Staff Responsible for Monitoring:</b> CIS social worker</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 2, 4 - School Processes &amp; Programs 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0%				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> The failure rate in high school has increased to 15.5%, the honor roll rate has decreased to 46%, and the dropout rate has increased to 3.1%. <b>Root Cause:</b> Increased rigor in the classroom, lack of critical thinking skills, and student apathy have made it difficult for students to succeed.</p>
<p><b>Problem Statement 7:</b> Specific student groups met 0 out of 3 state targets in the Closing the Gaps domain for graduation rate: All Students, White, and Economically Disadvantaged. <b>Root Cause:</b> Students who have discipline and attendance issues are increasingly likely to drop out of high school to avoid school-assigned consequences.</p>
Student Learning
<p><b>Problem Statement 2:</b> Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. <b>Root Cause:</b> Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.</p>
<p><b>Problem Statement 3:</b> Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. <b>Root Cause:</b> No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.</p>
<p><b>Problem Statement 4:</b> The graduation rate continues to decline by about 4% annually. <b>Root Cause:</b> Students drop out of school in grades 9-12 due to discipline, grades, jobs, and lack of support.</p>

## School Processes & Programs

**Problem Statement 2:** The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. **Root Cause:** Most consequences involve a removal from the classroom.





**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 1:** Increase student, staff, and community awareness of physical safety, internet safety, violence prevention, suicide prevention, conflict resolution and bullying/cyber bullying throughout high school by public service announcements, training, and/or communications at least once a month during the 20-21 school year.

**Evaluation Data Sources:** EOY report at SHAC meeting, annual discipline report, STOP-it app notifications

**Summative Evaluation:** None

<p><b>Strategy 1:</b> RHS will provide the capability for students and families to anonymously report bullying and other violations of the student code of conduct via the STOP-it app and the high school web-page.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a safe and confidential means to reporting bullying.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> RHS will conduct the required drills regarding the procedures that will be used as written in the Emergency Operations Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to quickly and effectively perform safety drills.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Office staff, RISD Police</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Freshman and Sophomores will complete an 8 week series of ETCADA training in their science classes. All students will have access to information on dating violence, bullying, violence prevention, conflict resolution, and character development.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline will be reduced on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Principal, High school Counseling Center</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Students, staff, and community will be educated on drug and alcohol awareness, and students will participate in Red Ribbon Week activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be made aware of the dangers associated with drug and alcohol abuse.</p> <p><b>Staff Responsible for Monitoring:</b> High school Counselor, Principals, Student Council, RISD police</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 5:</b> Safety information will be visible and accessible in every classroom. The use of surveillance cameras will help implement safety into most areas of the campus' physical building.</p> <p><b>Strategy's Expected Result/Impact:</b> On the End-of-the-year survey will indicate a higher percentage of students feeling safe than previous school year.</p> <p><b>Staff Responsible for Monitoring:</b> High School Counselor, Principals Teachers, All campus staff, RSID police</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Suicide, self-harm, and conflict resolution will be addressed in staff development.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to resolve conflict appropriately. Students will reach out for available resources to redirect suicidal thoughts.</p> <p><b>Staff Responsible for Monitoring:</b> High school Counselor, District Admin, Principals, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 7:</b> The Acceptable Use Policy will be reviewed with students, including internet safety and cyber-bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will use the internet safely with fewer problems of misuse.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 8:</b> Pregnant students will be monitored by the district nurse. They will also be given support by the counselor. After delivery, students will be provided home-bound services to continue their education.</p> <p><b>Strategy's Expected Result/Impact:</b> Low drop-out rate for pregnant students.</p> <p><b>Staff Responsible for Monitoring:</b> District Nurse, counselor, Teachers, Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 9:</b> Slide Locks have been installed on all classroom doors and will continue to be used so that door mechanisms can be locked at all times.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and Teachers can easily secure/lock classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
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<b>Problem Statement 1:</b> Few disadvantaged students score Meets or Masters level on state assessments. <b>Root Cause:</b> Gaps in learning from PK-8 create a divide in achievement so that many disadvantaged students meet the Approaches level on state assessments.
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<b>Perceptions</b>
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<b>Problem Statement 1:</b> Although we strive to create a positive climate, external variables, such as social and news media impact student's mindset. <b>Root Cause:</b> World issues presented to students daily on multiple platforms.
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**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 2:** Recruit and maintain highly-qualified teachers so that fewer than 5 teachers resign at the end of the 20-21 school year.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Skyward, Teacher Job Network, Position Control spreadsheet

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Administrators and teachers will work to keep morale a high priority with staff perks, respect, communication, and support.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain highly-qualified teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Pair new teachers to RHS with veteran teachers as mentors to provide ongoing, job-embedded support throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers will be more likely to stay at RHS.</p> <p><b>Staff Responsible for Monitoring:</b> administrators, department heads, mentors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 3:** Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

**Evaluation Data Sources:** discipline reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Classroom management and student discipline will be handled through the Restorative Practices model.  <b>Strategy's Expected Result/Impact:</b> Fewer students will be assigned ISS, OSS, and DAEP.  <b>Staff Responsible for Monitoring:</b> administrators, teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 2 - Student Learning 2 - School Processes &amp; Programs 2</p>	Reviews				
	Formative			Summative	
	Nov	Jan	Mar	June	
 0%					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> The percentage of Special Ed students passing English I was extremely low at 29%. <b>Root Cause:</b> Many students in special education have low reading levels.</p>
Student Learning
<p><b>Problem Statement 2:</b> Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. <b>Root Cause:</b> Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. <b>Root Cause:</b> Most consequences involve a removal from the classroom.</p>

**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 4:** Students will participate in required physical activities to promote and track fitness and health.

**Evaluation Data Sources:** School Health Advisory Council (SHAC) minutes, master schedule, enrollment in PE/Athletics

**Summative Evaluation:** None








**Goal 4:** Recognize demographic changes of the district and provide support to facilitate student growth.

**Performance Objective 1:** With increased numbers of students receiving special services, such as ESL, dyslexia, 504, and special education, RHS will ensure these populations receive Tier I instruction that aligns to state assessments.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TAPR, master schedule

**Summative Evaluation:** None

<p><b>Strategy 1:</b> School administrators will be trained in alternatives to school suspension.  <b>Strategy's Expected Result/Impact:</b> Fewer students will miss core instruction due to a disciplinary placement.  <b>Staff Responsible for Monitoring:</b> Principals, PEIMS, Director of Special Education  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Results Driven Accountability</b>  <b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> RHS will implement Restorative Practices schoolwide.  <b>Strategy's Expected Result/Impact:</b> Student misbehavior will decrease with positive behavior supports in place, which will result in fewer office referrals and more time in the classroom.  <b>Staff Responsible for Monitoring:</b> Principals  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Results Driven Accountability</b>  <b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> RHS staff will use data and research-based practices to drive instruction with specific student groups who are not being successful on state assessments.  <b>Strategy's Expected Result/Impact:</b> All student groups will improve in achievement.  <b>Staff Responsible for Monitoring:</b> teachers, administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 1, 2, 4, 5, 6 - Student Learning 1, 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

### Demographics

**Problem Statement 1:** Low performance of economically-disadvantaged students on state and national tests. **Root Cause:** Students from low-socioeconomic households have fewer educational and enrichment opportunities throughout their adolescence.

**Problem Statement 2:** The percentage of Special Ed students passing English I was extremely low at 29%. **Root Cause:** Many students in special education have low reading levels.

**Problem Statement 4:** Fewer English Learners earned Approaches than their non-EL counterparts: Algebra I (70% EL vs. 86% overall), Biology (67% EL vs. 91% overall), US History (71% EL vs. 94% overall). **Root Cause:** Teacher pedagogy is not meeting the needs of student sub-pops, including the lack of teacher differentiation and time to remediate for missing foundational skills.

**Problem Statement 5:** Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: Hispanic and White. **Root Cause:** There is little time during the instructional day for reading teachers to remediate in Tier I, II, and III.

**Problem Statement 6:** Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: White and Non-Continuously Enrolled. **Root Cause:** There is little time during the instructional day for math teachers to remediate in Tier I, II, and III.

### Student Learning

**Problem Statement 1:** Few disadvantaged students score Meets or Masters level on state assessments. **Root Cause:** Gaps in learning from PK-8 create a divide in achievement so that many disadvantaged students meet the Approaches level on state assessments.

**Problem Statement 2:** Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. **Root Cause:** Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.

### School Processes & Programs






**Problem Statement 2:** The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. **Root Cause:** Most consequences involve a removal from the classroom.

**Goal 4:** Recognize demographic changes of the district and provide support to facilitate student growth.

**Performance Objective 2:** Students in the following programs will show measurable progress as indicated by the 2020-2021 RDA: Special Education, English as a Second Language (ESL), and Career and Technical Education (CTE).

**Evaluation Data Sources:** RDA report

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Progress will be monitored through data meetings to evaluate student growth in Special Education, ESL, and CTE.</p> <p><b>Strategy's Expected Result/Impact:</b> instruction will be targeted, so achievement will increase</p> <p><b>Staff Responsible for Monitoring:</b> SPED, ESL, and CTE departments</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 2, 4 - Student Learning 2 - School Processes &amp; Programs 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> The percentage of Special Ed students passing English I was extremely low at 29%. <b>Root Cause:</b> Many students in special education have low reading levels.</p>
<p><b>Problem Statement 4:</b> Fewer English Learners earned Approaches than their non-EL counterparts: Algebra I (70% EL vs. 86% overall), Biology (67% EL vs. 91% overall), US History (71% EL vs. 94% overall). <b>Root Cause:</b> Teacher pedagogy is not meeting the needs of student sub-pops, including the lack of teacher differentiation and time to remediate for missing foundational skills.</p>
Student Learning
<p><b>Problem Statement 2:</b> Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. <b>Root Cause:</b> Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. <b>Root Cause:</b> Most consequences involve a removal from the classroom.</p>

**Goal 4:** Recognize demographic changes of the district and provide support to facilitate student growth.

**Performance Objective 3:** If the campus has any migrant students enrolled, the Region 7 SSA will be notified so that migrant services can begin to ensure that the students participate effectively in school.

**Evaluation Data Sources:** enrollment forms verified by Region 7

**Summative Evaluation:** None

**Goal 5:** Provide access to state-of-the-art technology, current training, and awareness of available resources.

**Performance Objective 1:** Increase student participation and quality of content in CTE classes by offering industry certifications where applicable in classes such as cosmetology, computer maintenance, principles of electronics, A/V communication technology, OSHA, food science, food safety, welding, health science, etc.


**Evaluation Data Sources:** Enrollment in CTE courses, number of licenses/certificates obtained

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Monthly CTE department meetings will monitor and evaluate the number of enrollment and certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will enroll in CTE courses and obtain certifications.</p> <p><b>Staff Responsible for Monitoring:</b> CTE department chair, Principals, Dean of Students</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Use Perkins funds to make purchases for CTE classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students get a better understanding about tools used in vocational trade.</p> <p><b>Staff Responsible for Monitoring:</b> CTE department chair, Principal, Federal Programs Director</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> Supplies - 199 General Fund - \$17,133</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Purchase electronic technology textbooks and technology kits to be used with CTE curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Students get a better understanding about tools used in vocational trade through use of simulation, videos and real-world experiences.</p> <p><b>Staff Responsible for Monitoring:</b> CTE department chair, Principals, Asst. Supt of C/I</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> ICEV Curriculum - 199 General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Grow current CTE endorsement program.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will be introduced and prepared for workforce upon graduation and an increased number of endorsements on transcripts.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Dean of Students</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 3:** Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. **Root Cause:** No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.

**School Processes & Programs**

**Problem Statement 1:** Students graduate from RHS unprepared for different technologies that will be embedded in college and career. **Root Cause:** There is a lack of funding to build and sustain instructional technology staff and resources.

**Goal 5:** Provide access to state-of-the-art technology, current training, and awareness of available resources.

**Performance Objective 2:** Increase student access to technology to a ratio of 1:1.

**Evaluation Data Sources:** inventory

**Summative Evaluation:** None

<p><b>Strategy 1:</b> We have ordered Chromebooks so that each HS student will have one assigned to them for the duration of their enrollment at RHS.</p> <p><b>Strategy's Expected Result/Impact:</b> 1:1 ratio will be met.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Department, Campus Administration, Library</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress                Accomplished                Continue/Modify                Discontinue				

**Performance Objective 2 Problem Statements:**








Student Learning
<p><b>Problem Statement 3:</b> Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. <b>Root Cause:</b> No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Students graduate from RHS unprepared for different technologies that will be embedded in college and career. <b>Root Cause:</b> There is a lack of funding to build and sustain instructional technology staff and resources.</p>

**Goal 5:** Provide access to state-of-the-art technology, current training, and awareness of available resources.

**Performance Objective 3:** Provide on-going and job-embedded training opportunities, rigorous and relevant curriculum, and varied instructional strategies to increase the use of technology in every classroom by the end of 2020-2021.

**Evaluation Data Sources:** Lesson plans, staff development records, Google Classroom participation.

**Summative Evaluation:** None

<b>Strategy 1:</b> Offer teacher tutorials and/or staff development regarding educational technology as needed. <b>Strategy's Expected Result/Impact:</b> Improve pedagogy, and reduce teacher stress <b>Staff Responsible for Monitoring:</b> Campus Administration <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 4 - Student Learning 2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 4:</b> Fewer English Learners earned Approaches than their non-EL counterparts: Algebra I (70% EL vs. 86% overall), Biology (67% EL vs. 91% overall), US History (71% EL vs. 94% overall). <b>Root Cause:</b> Teacher pedagogy is not meeting the needs of student sub-pops, including the lack of teacher differentiation and time to remediate for missing foundational skills.
<b>Student Learning</b>
<b>Problem Statement 2:</b> Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. <b>Root Cause:</b> Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.

**Goal 6:** Allocate funds to prepare all students while maintaining effective and efficient operations.

**Performance Objective 1:** Increase funds, via grants, to ensure all students are College, Career, and Military ready.

**Evaluation Data Sources:** Federal Programs reporting, CCMR data

**Summative Evaluation:** None

<b>Strategy 1:</b> Complete grant applications/proposals. <b>Strategy's Expected Result/Impact:</b> Receive additional funds. <b>Staff Responsible for Monitoring:</b> Federal Programs Director, District Administration <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum <b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3, 4 - School Processes & Programs 1	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
<b>Strategy 2:</b> Use Perkins funds to make purchases for CTE classes. <b>Strategy's Expected Result/Impact:</b> Students get a better understanding about tools used in vocational trade. <b>Staff Responsible for Monitoring:</b> CTE department chair, Principal, Asst. Supt. Finance, District Administration <b>Title I Schoolwide Elements:</b> 2.5 <b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3, 4 - School Processes & Programs 1	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
<b>Strategy 3:</b> Grow the current CTE endorsement program by the number of students who receive endorsements on their diplomas annually. <b>Strategy's Expected Result/Impact:</b> More students will be introduced and prepared for the workforce upon graduation and receive CTE funding. <b>Staff Responsible for Monitoring:</b> CTE department chair, Campus Administration, District Administration <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3, 4 - School Processes & Programs 1	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
No Progress                Accomplished                Continue/Modify                Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Low performance of economically-disadvantaged students on state and national tests. <b>Root Cause:</b> Students from low-socioeconomic households have fewer educational and enrichment opportunities throughout their adolescence.
<b>Student Learning</b>

**Problem Statement 2:** Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. **Root Cause:** Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.

**Problem Statement 3:** Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. **Root Cause:** No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.

**Problem Statement 4:** The graduation rate continues to decline by about 4% annually. **Root Cause:** Students drop out of school in grades 9-12 due to discipline, grades, jobs, and lack of support.

### **School Processes & Programs**

**Problem Statement 1:** Students graduate from RHS unprepared for different technologies that will be embedded in college and career. **Root Cause:** There is a lack of funding to build and sustain instructional technology staff and resources.

**Goal 7:** Improve student achievement.

**Performance Objective 1:** Raise the RHS Report Card rating from a "B" to an "A" in the area of Student Achievement by the end of 20-21. The current score is 84 out of 100.





**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To raise the Student Achievement domain to an "A," increase the percentage of students who earn Masters level on all STAAR EOC: Algebra I, Biology, English I, English II, and US History. The current score is an 80 in STAAR Performance.</p> <p><b>Strategy's Expected Result/Impact:</b> RHS will receive an A rating for the STAAR Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 4 - Student Learning 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				0%
<p><b>Strategy 2:</b> To raise the Student Achievement domain to an "A," increase the number of students in CTE courses who earn industry-based certifications, earn level I or level II certificates in any workforce education area, and completed a coherent sequence. The current score in CCMR is 88.</p> <p><b>Strategy's Expected Result/Impact:</b> RHS will receive an A rating for the CCMR category.</p> <p><b>Staff Responsible for Monitoring:</b> CTE department, Dean of Students, Federal Programs Director</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				0%
<p><b>Strategy 3:</b> To raise the Student Achievement domain to an "A," increase the graduate rate each year by 4% so the 6-year graduate rate stays high. The current score in Graduation Rate is 85, and the highest graduation rates were in years 5 and 6, which will fall off the calculation for 20-21.</p> <p><b>Strategy's Expected Result/Impact:</b> RHS will receive an A rating for the Graduation Rate category.</p> <p><b>Staff Responsible for Monitoring:</b> counseling office, administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 3, 7 - Student Learning 4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				0%

<p><b>Strategy 4:</b> Teachers and staff will participate in ongoing, job-embedded professional development in order to collaborate with other professionals to foster student success.</p> <p><b>Strategy's Expected Result/Impact:</b> The teacher will incorporate more technology and give students the opportunity to design instruction. The failure rate will be below 10%.</p> <p><b>Staff Responsible for Monitoring:</b> department chairs, teachers, Principals, Director of C/I</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> substitute, chrome books, travel - 199 General Fund - \$100</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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Formative			Summative														
Nov	Jan	Mar	June														
<p><b>Strategy 5:</b> Department PLCs will review student data from MAP, DMAC, 9-weeks assessments, and unit tests in order to drive instruction and target areas that need improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve pedagogy and student passing rate</p> <p><b>Staff Responsible for Monitoring:</b> teachers, department heads, administration, Director of C/I</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 3, 4</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
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Nov	Jan	Mar	June														
<p><b>Strategy 6:</b> Students at risk of not meeting state targets for achievement and growth will receive accelerated instruction or tutoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Using the assessments as benchmarks will enable teachers to re-teach information that students were not successful on and recognize the needs of students across all demographic areas.</p> <p><b>Staff Responsible for Monitoring:</b> department chairs, teachers, Principals, Dean of Students</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 4, 5, 6 - Student Learning 2</p> <p><b>Funding Sources:</b> See DIP - 199 General Fund</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
Formative			Summative														
Nov	Jan	Mar	June														
<p><b>Strategy 7:</b> Special education teachers and staff will offer remedial and reteach instruction to special education students during study skills, before school, and after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase special education passing rate on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p> <p><b>Funding Sources:</b> See DIP - 199 State Compensatory Education (SCE)</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
Reviews																	
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Nov	Jan	Mar	June														

<p><b>Strategy 8:</b> All teachers will focus on literacy, with an emphasis on written expression, by having students write essays in each subject area throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Student critical thinking will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Problem Statements:</b> Demographics 2, 3, 5</p> <p><b>Funding Sources:</b> See DIP - 270 Title V, Part B, Rural Low Income</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**







<b>Demographics</b>
<b>Problem Statement 1:</b> Low performance of economically-disadvantaged students on state and national tests. <b>Root Cause:</b> Students from low-socioeconomic households have fewer educational and enrichment opportunities throughout their adolescence.
<b>Problem Statement 2:</b> The percentage of Special Ed students passing English I was extremely low at 29%. <b>Root Cause:</b> Many students in special education have low reading levels.
<b>Problem Statement 3:</b> The failure rate in high school has increased to 15.5%, the honor roll rate has decreased to 46%, and the dropout rate has increased to 3.1%. <b>Root Cause:</b> Increased rigor in the classroom, lack of critical thinking skills, and student apathy have made it difficult for students to succeed.
<b>Problem Statement 4:</b> Fewer English Learners earned Approaches than their non-EL counterparts: Algebra I (70% EL vs. 86% overall), Biology (67% EL vs. 91% overall), US History (71% EL vs. 94% overall). <b>Root Cause:</b> Teacher pedagogy is not meeting the needs of student sub-pops, including the lack of teacher differentiation and time to remediate for missing foundational skills.
<b>Problem Statement 5:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: Hispanic and White. <b>Root Cause:</b> There is little time during the instructional day for reading teachers to remediate in Tier I, II, and III.
<b>Problem Statement 6:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: White and Non-Continuously Enrolled. <b>Root Cause:</b> There is little time during the instructional day for math teachers to remediate in Tier I, II, and III.
<b>Problem Statement 7:</b> Specific student groups met 0 out of 3 state targets in the Closing the Gaps domain for graduation rate: All Students, White, and Economically Disadvantaged. <b>Root Cause:</b> Students who have discipline and attendance issues are increasingly likely to drop out of high school to avoid school-assigned consequences.
<b>Student Learning</b>
<b>Problem Statement 1:</b> Few disadvantaged students score Meets or Masters level on state assessments. <b>Root Cause:</b> Gaps in learning from PK-8 create a divide in achievement so that many disadvantaged students meet the Approaches level on state assessments.
<b>Problem Statement 2:</b> Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. <b>Root Cause:</b> Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.
<b>Problem Statement 3:</b> Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. <b>Root Cause:</b> No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.
<b>Problem Statement 4:</b> The graduation rate continues to decline by about 4% annually. <b>Root Cause:</b> Students drop out of school in grades 9-12 due to discipline, grades, jobs, and lack of support.

**Goal 7:** Improve student achievement.

**Performance Objective 2:** Raise the RHS Report Card rating from a "B" to an "A" in the area of School Progress by the end of the 20-21. The current score is 84 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To raise the School Progress domain to an "A," increase the relative performance of economically-disadvantaged students, meaning more eco-dis students must earn Approaches on all STAAR EOC exams. The current score in Relative Performance is 84.</p> <p><b>Strategy's Expected Result/Impact:</b> RHS will receive an A rating for the Relative Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 7 - Student Learning 1, 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> To raise the School Progress domain to an "A," increase the academic growth measure on all STAAR EOC exams. This means that more students will meet or exceed one year's worth of growth on each test. The current score is 82.</p> <p><b>Strategy's Expected Result/Impact:</b> RHS will receive an A rating for the Academic Growth category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, department heads, administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**








<b>Demographics</b>
<p><b>Problem Statement 1:</b> Low performance of economically-disadvantaged students on state and national tests. <b>Root Cause:</b> Students from low-socioeconomic households have fewer educational and enrichment opportunities throughout their adolescence.</p>
<p><b>Problem Statement 7:</b> Specific student groups met 0 out of 3 state targets in the Closing the Gaps domain for graduation rate: All Students, White, and Economically Disadvantaged. <b>Root Cause:</b> Students who have discipline and attendance issues are increasingly likely to drop out of high school to avoid school-assigned consequences.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Few disadvantaged students score Meets or Masters level on state assessments. <b>Root Cause:</b> Gaps in learning from PK-8 create a divide in achievement so that many disadvantaged students meet the Approaches level on state assessments.</p>
<p><b>Problem Statement 2:</b> Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. <b>Root Cause:</b> Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.</p>

**Goal 7:** Improve student achievement.

**Performance Objective 3:** Raise the RHS Report Card rating from a "B" to an "A" in the area of Closing the Gaps by the end of the 20-21. The current score is 81 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To raise the Closing the Gaps domain to an "A," increase the grade level performance of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR EOC exams. The current score is 67.</p> <p><b>Strategy's Expected Result/Impact:</b> RHS will receive an A rating for the Grade Level Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 4, 5, 6 - Student Learning 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> To raise the Closing the Gaps domain to an "A," increase the graduation rate each year by at least 4%. The current score is 0.</p> <p><b>Strategy's Expected Result/Impact:</b> RHS will receive an C rating for the Graduation Rate category.</p> <p><b>Staff Responsible for Monitoring:</b> counseling office, administration, PEIMS</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> To raise the Closing the Gaps domain to an "A," maintain the CCMR score of 100 by ensuring all seniors meet at least one of the CCMR criteria.</p> <p><b>Strategy's Expected Result/Impact:</b> RHS will maintain an A rating for the CCMR category.</p> <p><b>Staff Responsible for Monitoring:</b> counseling office, Dean of Students, CTE department</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
---------------------

<b>Problem Statement 1:</b> Low performance of economically-disadvantaged students on state and national tests. <b>Root Cause:</b> Students from low-socioeconomic households have fewer educational and enrichment opportunities throughout their adolescence.
<b>Problem Statement 2:</b> The percentage of Special Ed students passing English I was extremely low at 29%. <b>Root Cause:</b> Many students in special education have low reading levels.
<b>Problem Statement 3:</b> The failure rate in high school has increased to 15.5%, the honor roll rate has decreased to 46%, and the dropout rate has increased to 3.1%. <b>Root Cause:</b> Increased rigor in the classroom, lack of critical thinking skills, and student apathy have made it difficult for students to succeed.
<b>Problem Statement 4:</b> Fewer English Learners earned Approaches than their non-EL counterparts: Algebra I (70% EL vs. 86% overall), Biology (67% EL vs. 91% overall), US History (71% EL vs. 94% overall). <b>Root Cause:</b> Teacher pedagogy is not meeting the needs of student sub-pops, including the lack of teacher differentiation and time to remediate for missing foundational skills.
<b>Problem Statement 5:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: Hispanic and White. <b>Root Cause:</b> There is little time during the instructional day for reading teachers to remediate in Tier I, II, and III.
<b>Problem Statement 6:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: White and Non-Continuously Enrolled. <b>Root Cause:</b> There is little time during the instructional day for math teachers to remediate in Tier I, II, and III.
<b>Student Learning</b>
<b>Problem Statement 2:</b> Student populations such as English Learners, at-risk, economically-disadvantaged, and those in special education do not meet state standards on summative assessments. <b>Root Cause:</b> Students are disadvantaged from the beginning of their school career due to few opportunities and support at home.
<b>Problem Statement 3:</b> Only 58% of high school graduates are college, career, or military ready, compared to 65.5% of the state. <b>Root Cause:</b> No or few RHS students are completing a coherent sequence in CTE classes and/or earning industry-based certifications.
<b>Problem Statement 4:</b> The graduation rate continues to decline by about 4% annually. <b>Root Cause:</b> Students drop out of school in grades 9-12 due to discipline, grades, jobs, and lack of support.

# State Compensatory

## Budget for Rains High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6117-00-001-0-24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$32,000.00
	<b>6100 Subtotal:</b>	<b>\$32,000.00</b>

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The CNA was developed by looking at the 2019 TAPR. Problem statements and root causes are documented in the CIP.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The campus improvement committee meets regularly with appropriate stakeholders to discuss, evaluation, and take action on items that will impact school improvement.

### **2.2: Regular monitoring and revision**

The CIP and CNA are monitored as part of formative assessments 3 times a year. Revisions are made as needed, and a new CIP and CNA are developed annually.

### **2.3: Available to parents and community in an understandable format and language**

Parents and community receive regular notification about student progress in the school during the school year in an language and format that is understandable. The campus plan is posted on the district website, and a copy is available to public upon request.

### **2.4: Opportunities for all children to meet State standards**

RHS is working diligently to tighten the Tier I instruction for all students through curriculum planning and teacher training. Teachers have access to valuable TEKS-based resources that provide engaging learning opportunities for all students to meet state standards.

### **2.5: Increased learning time and well-rounded education**

Instructional minutes are protected for core curricular subjects such as math, reading, science, and social studies. Alternatives to disciplinary removals are being explored by administrators in order to ensure that all students have increased learning time, even when their are violations of the Student Code of Conduct.

### **2.6: Address needs of all students, particularly at-risk**

All students receive high-quality Tier I instruction that meet state standards. At-risk students are identified, served, and monitored to ensure progress toward these standards is expected and maintained.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

A Parent and Family Engagement Policy is developed/revised annually with stakeholder input. A copy is distributed during the enrollment process at the beginning of the school year.

### **3.2: Offer flexible number of parent involvement meetings**

Parent involvement meetings are held periodically throughout the school year as part of CPOC, DEIC, Meet the Teacher, Open House, etc. Most extra-curricular events are open to parents and families.

Due to COVID-19, the number and type of parent involvement meetings will vary during the 20-21 school year, and many will be available virtually. Meetings are offered at different times to accommodate as many families as possible.

## Campus Performance Objectives Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jackie Russell	
Classroom Teacher	Sherri Cockrell	
Classroom Teacher	Marja Heinert	
Classroom Teacher	Lena Kratzmeyer	
Parent	Richard Piles	
Business Representative	Keeley Roan	
Community Representative	Linda Wallace	
Classroom Teacher	Jolene Cobb	
Administrator	Nicole Timmons	
Paraprofessional	Lasaro Birdwell	
Classroom Teacher	Ciara Umbrell	
Non-classroom Professional	Jeana Penny	

# Addendums

**Rain Independent School District**  
**Rains Intermediate**  
**2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** November 10, 2020

# Mission Statement

Rains ISD provides a safe and innovative learning environment that nurtures a growth mindset, offers resources and opportunities that maximize each student's potential, and inspires life-long learners in an ever-changing world.

## Vision

In the pursuit of excellence:

We value community partnerships.

We encourage communication.

We embrace challenges.

We celebrate growth and success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Rains Intermediate is a campus in Emory, Texas, that serves all students in grades 3-5 in Rains County. There are approximately 125 students in each grade level, for a total of 385 students served annually. The student to teacher ratio is 21:1. The attendance rate is 96.69%.

### Our campus ethnicity demographics (using 2018-2019 TAPR data) are as follows:

2.3%, African-American

15.8%, Hispanic

77.9%, White

0.8%, Two or more races

0.3%, American Indian

0.3%, Asian

### Other campus demographics are as follows:

63.2%, Economically Disadvantaged

36.8%, Non-Educationally Disadvantaged

18.8%, 504

10.3%, English Learners

0.0%, Students with Disciplinary Placements

16.1%, Dyslexia

57.8%, At-Risk

17.0%, Special Education

11.5%, Mobility

## Demographics Strengths

Rains Intermediate teachers and staff work hard to ensure that all stakeholders are engaged. Community engagement is high, despite the challenges that come with having 63.2% of the families living in economically-disadvantaged situations. With campus events such as Meet the Teacher Night, Open House, and other after-hours school activities, approximately 60-70% of the families attend.

Rains Intermediate has a diverse student population, and all of those populations work alongside one another in classrooms that differentiate to meet the needs of individual students. To the greatest extent possible, students are included in the mainstream classroom and receive grade-level content and instruction. Students with extensive special needs are enrolled in 33% of the classrooms, so there are two educators in those rooms: one is the teacher of record, and one is a specially-trained educator to accommodate or modify assignments as needed. By following a model of inclusion, teachers collaborate to meet the needs in the classroom instead of having students pulled out.

At least two teachers are trained on each grade level to serve LEP students and/or Gifted and Talented students. By ensuring that classroom teachers have this important training, students are able to have special accommodations and projects embedded in their core curriculum.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development.

**Problem Statement 2 (Prioritized):** None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students enter 3rd grade below grade level in math.

**Problem Statement 3 (Prioritized):** Two student groups did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. **Root Cause:** Math vocabulary is difficult for students with limited English and learning disabilities.

**Problem Statement 4 (Prioritized):** English Learners did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31%. **Root Cause:** EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.

**Problem Statement 5 (Prioritized):** No student groups met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Many students enter grades 3-5 below grade level in achievement.

**Problem Statement 6 (Prioritized):** 55% of 4th grade English Learners did not meet grade level standards for reading as 3rd graders. **Root Cause:** Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.

**Problem Statement 7 (Prioritized):** 63% of 5th grade English Learners did not meet grade level standards for writing as 4th graders. **Root Cause:** Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.

**Problem Statement 8 (Prioritized):** 83% of 5th grade Special Education students did not meet grade level standards in 4th grade writing. **Root Cause:** Not enough small group instruction and below grade level reading comprehension.

**Problem Statement 9 (Prioritized):** 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019. **Root Cause:** Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.

**Problem Statement 10 (Prioritized):** 74% of Special Education students did not meet grade level standards for 5th grade science in 2018-2019. **Root Cause:** Not enough small group instruction and below grade level reading comprehension.

# Student Learning

## Student Learning Summary

### ACHIEVEMENT:

Overall, students in grades 3-5 performed below the state level on STAAR. Here is a summary of the spring 2018 passing (Approaches) scores for all student groups:

Reading, 74%

Math, 77%

Science, 71%

Writing, 63%

### CLOSING THE GAPS:

Rains Intermediate students met 0 of the 16 targets for Grade Level Performance on the 2019 state accountability system. Students met 14 out of 16 targets, or 88%, for Academic Growth. Students met 0 out of 11 targets for Student Achievement, and 0 out of 1 target for English Language Proficiency.

## Student Learning Strengths

Student engagement in the curriculum is increasing each year, due in large part to the small-group instructional style of the teachers. Teachers have implemented Guided Math, Guided Reading, and Guided Writing in each grade level. The strength of this model is that students receive individualized attention from the teachers at the teacher table, then rotate to independent learning stations where students can participate in hands-on activities that build practice and confidence.

While students continue to struggle to meet state standards for grade level achievement on STAAR testing, 329 students met or exceeded the expected growth measure in math and reading combined. In the Closing the Gaps domain for Academic Growth, Intermediate students met 14 out of 16 state targets. Also, teachers have seen an increase in student achievement on unit tests, 9-weeks tests, and project-based learning.

All core teachers are highly-qualified and receive annual training in pedagogy. Each department also participates in backwards design and lesson planning, which ensures students are assessed on the prioritized learning targets. With the recent incorporation of more online learning due to COVID-19, teachers and staff have risen to the challenge of creating engaging online classrooms and assignments that are authentic.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.

# School Processes & Programs

## School Processes & Programs Summary

Instructional programs include TEKS Resource System and state-adopted curriculum. For reading intervention, Rains Intermediate utilizes Leveled Literacy Intervention (LLI) for ESL, special education, and accelerated instruction. Nine-week assessments, Measure of Academic Progress (MAP) in math and reading, and STAAR are used to progress monitor all students. Curriculum resources include Texas Gateway, Google for Education, Lead4ward, Pacing Tools, TEXGUIDES, Discovery Education, interactive notebooks, and other online learning tools.

Student data is managed by Skyward, DMAC, Remind, and Frontline.

Programs that support, recruit, and retain highly-qualified personnel include: mentoring program, First-Year Teacher Academy, Region 7 and 10 training, Teacher Job Network (through Region 10), and positive campus culture and climate.

## School Processes & Programs Strengths

With a focus on technology, we are building students' strengths, using Google Classroom, by providing Chrome carts and making True Touch interactive boards available to all grade levels. We offer technology courses at all grade levels and strive to integrate technology seamlessly throughout all three grade levels.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. **Root Cause:** Most consequences involve a removal from the classroom.

**Problem Statement 2 (Prioritized):** Rains Intermediate isn't able to retain highly qualified staff members. **Root Cause:** Local districts within a 30-mile radius of RISD offer competitive pay at \$5,000-\$10,000 more annually.

**Problem Statement 3 (Prioritized):** Most classrooms only have a class set of seven online capable devices. **Root Cause:** There is a lack of available funding for technology.

# Perceptions

## Perceptions Summary

Rains Intermediate provides opportunities for all students to become respectful, responsible citizens. Teachers and staff collaborate closely to create a culture of high expectations where all students feel valued, safe, and challenged to excel. The focus on maintaining an engaging and supportive culture will remain strong. Staff and students will develop a growth mindset and grit in order to improve themselves. In addition, the campus will continue to promote character, conduct, and curriculum mastery. Social media will be utilized to keep the community abreast of campus initiatives and activities.

## Perceptions Strengths

Students enjoy coming to Rains Intermediate every day, as evidenced by our student attendance rate of 96.69%.

Ways in which the staff have worked to improve the culture and climate of Rains Intermediate include:

- Teachers stand at the door and greet students at the beginning of each class period.
- Teachers make 2 positive parent contacts each grading period.
- Tutoring and academic UIL programs are offered to build students' content knowledge and expertise.
- Teachers and staff affirm colleagues and students for their positive contributions.
- Teachers submit positive office referrals to encourage positive student behavior.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** It is difficult to build a positive, comprehensive school culture and climate when student attendance and in-person enrollment fluctuate.

**Root Cause:** COVID-19 has created the need/choice for some students to participate in remote learning.

# Priority Problem Statements

**Problem Statement 1:** None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled.

**Root Cause 1:** Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled.

**Root Cause 2:** There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students enter 3rd grade below grade level in math.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Two student groups did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education.

**Root Cause 3:** Math vocabulary is difficult for students with limited English and learning disabilities.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** English Learners did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31.%

**Root Cause 4:** EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** No student groups met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled.

**Root Cause 5:** Many students enter grades 3-5 below grade level in achievement.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged.

**Root Cause 6:** Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Most classrooms only have a class set of seven online capable devices.

**Root Cause 7:** There is a lack of available funding for technology.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Rains Intermediate isn't able to retain highly qualified staff members.

**Root Cause 8:** Local districts within a 30-mile radius of RISD offer competitive pay at \$5,000-\$10,000 more annually.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target.

**Root Cause 9:** Most consequences involve a removal from the classroom.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** It is difficult to build a positive, comprehensive school culture and climate when student attendance and in-person enrollment fluctuate.

**Root Cause 10:** COVID-19 has created the need/choice for some students to participate in remote learning.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** 55% of 4th grade English Learners did not meet grade level standards for reading as 3rd graders.

**Root Cause 11:** Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.

**Problem Statement 11 Areas:** Demographics

**Problem Statement 12:** 63% of 5th grade English Learners did not meet grade level standards for writing as 4th graders.

**Root Cause 12:** Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.

**Problem Statement 12 Areas:** Demographics

**Problem Statement 13:** 83% of 5th grade Special Education students did not meet grade level standards in 4th grade writing.

**Root Cause 13:** Not enough small group instruction and below grade level reading comprehension.

**Problem Statement 13 Areas:** Demographics

**Problem Statement 14:** 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019.

**Root Cause 14:** Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.

**Problem Statement 14 Areas:** Demographics

**Problem Statement 15:** 74% of Special Education students did not meet grade level standards for 5th grade science in 2018-2019.

**Root Cause 15:** Not enough small group instruction and below grade level reading comprehension.

**Problem Statement 15 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Federal Report Card Data
- RDA data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

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

- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals







Revised/Approved: November 2, 2020

**Goal 1:** Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

**Performance Objective 1:** During the 2020-2021 school year, Rains Intermediate school will increase parent and family engagement, despite the challenges presented by COVID-19.

**Evaluation Data Sources:** sign-in sheets, communication documents

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The district will use in-person, written, digital, and/or social media to keep parents, students, staff, and community members in the district informed of news.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will stay updated about current events in the district and be more involved.</p> <p><b>Staff Responsible for Monitoring:</b> principals, office staff, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Families will be invited to participate in school events as allowable by COVID-19 restrictions. Events may be in-person or virtual and include: Meet the Teacher Night, Special Programs Night, PTO meetings, Open House, campus improvement committee meetings, award ceremonies, performances, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Families who are involved in the school process are more likely to support learning at home.</p> <p><b>Staff Responsible for Monitoring:</b> principals, program coordinators</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 1 Problem Statements:

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. <b>Root Cause:</b> Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level</p>

performance.

### Perceptions






**Problem Statement 1:** It is difficult to build a positive, comprehensive school culture and climate when student attendance and in-person enrollment fluctuate. **Root Cause:** COVID-19 has created the need/choice for some students to participate in remote learning.

**Goal 1:** Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

**Performance Objective 2:** Increase the attendance rate from 96.69% to 97.5% by the end of 20-21.

**Evaluation Data Sources:** attendance reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued.</p> <p><b>Strategy's Expected Result/Impact:</b> increased attendance</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers, RISD Police Department</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 5 - Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Work closely with the Rains ISD Chief of Police and Justice of the Peace as a deterrent for students with excessive absences for both in-person and online students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased chronic attendance issues from repeat offenders</p> <p><b>Staff Responsible for Monitoring:</b> Principal, RISD Chief of Police, office staff, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide incentives for students with 100% attendance rates, including consideration of tardies and early departures when not due to verified health appointments/circumstances</p> <p><b>Strategy's Expected Result/Impact:</b> Students who attend school 100% of the time are more successful with the curriculum than students who have excessive absences/tardies.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, staff, principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 5:</b> No student groups met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Many students enter grades 3-5 below grade level in achievement.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> It is difficult to build a positive, comprehensive school culture and climate when student attendance and in-person enrollment fluctuate. <b>Root Cause:</b> COVID-19 has created the need/choice for some students to participate in remote learning.</p>



**Goal 2:** Develop partnerships within the community to support our students' well-being.

**Performance Objective 1:** Rains Intermediate School will partner with the community to provide additional supports for students.

**Evaluation Data Sources:** office visitor logs

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Rains Intermediate School will work with community programs such as the Andrews Center to allow their services, such as mental health, to be delivered to students at school during the instructional day.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive the support they need.</p> <p><b>Staff Responsible for Monitoring:</b> counselor, office staff, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Rains Intermediate will coordinate donations from community groups that support student well-being, such as shoes, coats, clothing, and food.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' basic needs will be met, which will allow them to focus on other needs, such as academics.</p> <p><b>Staff Responsible for Monitoring:</b> counselor, teachers, nurse, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress               Accomplished               Continue/Modify               Discontinue				

**Performance Objective 1 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. <b>Root Cause:</b> Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.</p>

**Goal 2:** Develop partnerships within the community to support our students' well-being.

**Performance Objective 2:** Increase student performance by engaging parents and the community in events at least four times per year.

**Evaluation Data Sources:** Event sign-in sheets, monthly newsletters, Facebook, Twitter, school website, campus marquee sign, Zoom and Google Meet attendance

**Summative Evaluation:** None





<p><b>Strategy 1:</b> The campus will host Meet the Teacher Night- Virtual (Fall) and Texas Public Schools Week: Open House (Spring) activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Through virtual sites parents will be able to meet staff, ask questions, and see student artifacts, strong rapport will be built between school and community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers, staff, counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> The Parent-Teacher Organization (PTO) will continue to grow in active membership from teachers and families. Events may include a spring and fall book fair, Christmas talent show, playground work day, and family-involvement nights. Events may be virtual due to COVID-19 restrictions.</p> <p><b>Strategy's Expected Result/Impact:</b> With increased membership, the PTO will be able to coordinate more events and be able to donate more resources (time, money, and materials) to the school.</p> <p><b>Staff Responsible for Monitoring:</b> PTO, principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Develop partnerships within the community to support our students' well-being.

**Performance Objective 3:** Increase parent knowledge and engagement of school activities by posting on Facebook and the school website weekly.

**Evaluation Data Sources:** Event sign-sheets and social media counts

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Update the school website and social media sites every week so that parents are aware of what is happening in the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents are more informed and the office will not receive as many calls about parents missing events or not receiving information about events.</p> <p><b>Staff Responsible for Monitoring:</b> Office staff, principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Recruit and retains quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 1:** Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

**Evaluation Data Sources:** discipline reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Classroom management and student discipline will be handled through the Restorative Practices model.  <b>Strategy's Expected Result/Impact:</b> Fewer students will be assigned ISS, OSS, and DAEP.  <b>Staff Responsible for Monitoring:</b> Principal, teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b>  <b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
			 0%	
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Performance Objective 1 Problem Statements:**







School Processes & Programs
<p><b>Problem Statement 1:</b> The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. <b>Root Cause:</b> Most consequences involve a removal from the classroom.</p>

**Goal 3:** Recruit and retains quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 2:** Rains ISD will lower the turnover rate by 10% by the year 2021-2022, by recruiting and retaining highly-qualified teachers.

**Evaluation Data Sources:** Position Control spreadsheet

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Staff will be recognized, honored, and celebrated for their many contributions to the learning community at Rains Intermediate.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff morale will increase, and turnover will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> administrators, counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Campus administration will work with the Director of Curriculum to attend job fairs and follow-up with highly-qualified teaching candidates for Rains Intermediate.</p> <p><b>Strategy's Expected Result/Impact:</b> Highly-qualified teachers will seek employment at RISD.</p> <p><b>Staff Responsible for Monitoring:</b> administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Rains Intermediate isn't able to retain highly qualified staff members. <b>Root Cause:</b> Local districts within a 30-mile radius of RISD offer competitive pay at \$5,000-\$10,000 more annually.</p>







**Goal 3:** Recruit and retains quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 3:** Provide student, teacher, and staff awareness of physical safety, internet safety, violence prevention, suicide prevention, conflict resolution and bullying/cyber-bullying a minimum of three times per year.

**Evaluation Data Sources:** EOY SHAC report, discipline report, Stop-It app log, emergency drill logs, lesson plans, Raptor reports, counselor risk assessments, district internet filter log

**Summative Evaluation:** None

<p><b>Strategy 1:</b> All doors on campus that do not have a manual locking mechanism on the inside of the door will have a strategy/product in place to aid in quick and easy lock-down procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers, staff, and community will be able to react quickly and easily in the event of a lock-down.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Operations, principal, CPOC staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Continue to monitor and improve procedures for student pick up, campus visitors, and unauthorized people on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will only be released to authorized adults and 100% of staff and students will be safe on school grounds.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, staff, counselor, principal, RISD Chief of Police</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> The school counselor and teachers will collaborate to incorporate relevant social skills, character development, and safety curriculum throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of these issues increases the likelihood that the issues will be noticed and addressed.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, teachers, principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> The RISD police department will scheduled and impromptu visits on campus throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased visibility of law enforcement creates a feeling of safety and familiarity with staff and students.</p> <p><b>Staff Responsible for Monitoring:</b> RISD Chief of Police, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 5:</b> Rains Intermediate will provide the capability for students and families to anonymously report bullying and other violations of the student code of conduct via the STOP-it app and the district webpage.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a safe and confidential means to reporting bullying.</p> <p><b>Staff Responsible for Monitoring:</b> administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 6:</b> Administrators will conduct the required drills regarding the procedures that will be used as written in the Emergency Operations Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to quickly and effectively perform safety drills.</p> <p><b>Staff Responsible for Monitoring:</b> administrators, RISD Police Department, office staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 7:</b> Provide proactive and reactive programs to educate students about and help decrease bullying and cyber-bullying.</p> <p><b>Strategy's Expected Result/Impact:</b> When students are aware of the ramifications of bullying and have been taught explicit strategies to build community, then incidents of bullying will decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, principal, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. <b>Root Cause:</b> Most consequences involve a removal from the classroom.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> It is difficult to build a positive, comprehensive school culture and climate when student attendance and in-person enrollment fluctuate. <b>Root Cause:</b> COVID-19 has created the need/choice for some students to participate in remote learning.</p>

**Goal 3:** Recruit and retains quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 4:** Students will participate in required physical activities to promote and track fitness and health.

**Evaluation Data Sources:** Fitness Gram, School Health Advisory Council (SHAC) minutes, master schedule, enrollment in PE




**Summative Evaluation:** None





**Goal 3:** Recruit and retains quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 5:** Teachers will support students who are struggling in literacy and math.

**Evaluation Data Sources:** MAP, DMAC, BAS, 9 weeks tests, grades

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students who are identified with reading difficulties will be tested with the BAS. If the BAS score indicates that remediation is needed, the student will receive reading intervention using Leveled Literacy Intervention as one of their WIN time assignments. Students in ESL and special education reading classes will also utilize LLI for accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased literacy skills</p> <p><b>Staff Responsible for Monitoring:</b> RLA department head, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 5, 6, 7, 8, 9 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Students who are identified with math difficulties will be scheduled for remediation and accelerated learning during WIN time.</p> <p><b>Strategy's Expected Result/Impact:</b> increased math skills</p> <p><b>Staff Responsible for Monitoring:</b> math department head, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 2, 5 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> English Learners will receive both pull-out instruction for ESL and have an RLA teacher who is ESL-certified. Both teachers will provide an enhanced learning experience through differentiation. During ESL classes, students will increase vocabulary and literacy through the implementation of LLI curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided with language supports in the classroom that will carry over to each class and provide them with the necessary tools to be successful in all learning settings.</p> <p><b>Staff Responsible for Monitoring:</b> ESL teacher, RLA teacher, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 3, 4, 6 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 4:</b> PLC meetings will be held at least once per 9 week grading period to disaggregate data using DMAC and plan for remedial instruction for those students not meeting expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> All instruction will be tightly connected to student assessment data so that the quality and quantity of targeted support is greatly increased. Teacher lessons for the daily intervention period will include specific plans to address student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, department heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> All special education students who receive resource instruction in reading will be assessed, tutored, and monitored through an intervention program called ExactPath and Leveled Literacy Intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' individual learning needs will be met via a diagnostic tool that assesses, provides independent instruction/tutoring, and monitors student mastery. The program will help fill instructional gaps for students who are at least one year below grade level. Students can access the program at home, which will increase parent/community engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 5 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development.</p>
<p><b>Problem Statement 2:</b> None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students enter 3rd grade below grade level in math.</p>
<p><b>Problem Statement 3:</b> Two student groups did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. <b>Root Cause:</b> Math vocabulary is difficult for students with limited English and learning disabilities.</p>
<p><b>Problem Statement 4:</b> English Learners did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31.% <b>Root Cause:</b> EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.</p>
<p><b>Problem Statement 5:</b> No student groups met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Many students enter grades 3-5 below grade level in achievement.</p>
<p><b>Problem Statement 6:</b> 55% of 4th grade English Learners did not meet grade level standards for reading as 3rd graders. <b>Root Cause:</b> Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.</p>

**Problem Statement 7:** 63% of 5th grade English Learners did not meet grade level standards for writing as 4th graders. **Root Cause:** Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.

**Problem Statement 8:** 83% of 5th grade Special Education students did not meet grade level standards in 4th grade writing. **Root Cause:** Not enough small group instruction and below grade level reading comprehension.

**Problem Statement 9:** 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019. **Root Cause:** Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.

### **Student Learning**

**Problem Statement 1:** There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.

**Goal 4:** Recognize demographic changes of the district and provides support to facilitate student growth.

**Performance Objective 1:** Staff members will attend cultural awareness training to grow with the changing demographic.

**Evaluation Data Sources:** Agenda, Sign-In Sheets




**Summative Evaluation:** None


**Goal 4:** Recognize demographic changes of the district and provides support to facilitate student growth.

**Performance Objective 2:** With increased numbers of students receiving special services, such as ESL, dyslexia, 504, and special education, Rains Intermediate will ensure these populations receive quality Tier I instruction that aligns to state assessments.

**Evaluation Data Sources:** TAPR, grades

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The curriculum will be evaluated during implementation. Teachers who need PD to implement the curriculum will receive it throughout the school year. Data walks will be used to ensure student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Gaps in the curriculum will be identified and fixed appropriately.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 7, 9 - Student Learning 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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Formative			Summative														
Nov	Jan	Mar	June														
<p><b>Strategy 2:</b> The master schedule will allow time during the regular school day for intervention in reading and/or math for all students who indicate a need.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention will help remediate missing math and reading skills that are foundational to the Tier I instruction.</p> <p><b>Staff Responsible for Monitoring:</b> counselor, principal, interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 3, 4, 5, 8, 10 - Student Learning 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">   0%                 </td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June	 0%			
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Nov	Jan	Mar	June														
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<p><b>Strategy 3:</b> Implement a pull-out program that gives ESL students approximately 30 minutes extra time in a program that implements Leveled Literacy Intervention. This support complements the fact that the majority of RLA teachers are ESL-certified and implementing ELPS in the Tier I RLA instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Through consistent monitoring of student's progress, EL students will make extensive progress in literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ESL program teacher, RLA teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 3, 4, 5, 6, 7 - Student Learning 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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Nov	Jan	Mar	June														

<p><b>Strategy 4:</b> Incorporate an extended intervention time in the 20-21 master schedule to include up to two intervention opportunities for each student during a 60-minute period each day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased intervention time and opportunities will increase student success toward meeting state standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, counselor, intervention teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development.</p>
<p><b>Problem Statement 2:</b> None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students enter 3rd grade below grade level in math.</p>
<p><b>Problem Statement 3:</b> Two student groups did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. <b>Root Cause:</b> Math vocabulary is difficult for students with limited English and learning disabilities.</p>
<p><b>Problem Statement 4:</b> English Learners did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31%. <b>Root Cause:</b> EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.</p>
<p><b>Problem Statement 5:</b> No student groups met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Many students enter grades 3-5 below grade level in achievement.</p>
<p><b>Problem Statement 6:</b> 55% of 4th grade English Learners did not meet grade level standards for reading as 3rd graders. <b>Root Cause:</b> Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.</p>
<p><b>Problem Statement 7:</b> 63% of 5th grade English Learners did not meet grade level standards for writing as 4th graders. <b>Root Cause:</b> Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.</p>
<p><b>Problem Statement 8:</b> 83% of 5th grade Special Education students did not meet grade level standards in 4th grade writing. <b>Root Cause:</b> Not enough small group instruction and below grade level reading comprehension.</p>
<p><b>Problem Statement 9:</b> 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019. <b>Root Cause:</b> Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.</p>
<p><b>Problem Statement 10:</b> 74% of Special Education students did not meet grade level standards for 5th grade science in 2018-2019. <b>Root Cause:</b> Not enough small group instruction and below grade level reading comprehension.</p>
<b>Student Learning</b>

**Problem Statement 1:** There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.

**Goal 4:** Recognize demographic changes of the district and provides support to facilitate student growth.

**Performance Objective 3:** If the campus has any migrant students enrolled, the Region 7 SSA will be notified so that migrant services can begin to ensure that the students participate effectively in school.

**Evaluation Data Sources:** enrollment forms verified by Region 7







**Summative Evaluation:** None

**Goal 5:** Provide access to state-of-the-art technology, current training, and awareness of available resources.

**Performance Objective 1:** Provide on-going and job-embedded training opportunities, rigorous and relevant curriculum, and varied instructional strategies to increase the use of technology in every classroom by the end of 2020-2021.

**Evaluation Data Sources:** Lesson plans, staff development records, Google Classroom participation

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Campus staff will seek their own training opportunities through the availability of free PD through Region 7, Region 10, and other providers.</p> <p><b>Strategy's Expected Result/Impact:</b> PD will support teachers in the implementation of effective instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, teachers, principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p><b>Strategy 2:</b> The campus will provide on-the-job training for teachers with specific professional development needs.</p> <p><b>Strategy's Expected Result/Impact:</b> The training will be relevant to the teacher's job assignment and easily implemented.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, department heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. <b>Root Cause:</b> Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> Most classrooms only have a class set of seven online capable devices. <b>Root Cause:</b> There is a lack of available funding for technology.</p>
Perceptions






**Problem Statement 1:** It is difficult to build a positive, comprehensive school culture and climate when student attendance and in-person enrollment fluctuate. **Root Cause:** COVID-19 has created the need/choice for some students to participate in remote learning.

**Goal 5:** Provide access to state-of-the-art technology, current training, and awareness of available resources.

**Performance Objective 2:** The district will provide enough devices to Rains Intermediate so that each student receives one for in-class and at-home instruction through the learning management system, Google Classroom.

**Evaluation Data Sources:** Campus inventory

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students will be assigned devices that can be used at home or at school to complete instructional assignments and investigations.</p> <p><b>Strategy's Expected Result/Impact:</b> Homework assignments will be completed at a higher rate. In the case of a school closure due to COVID-19, students will have instructional continuity.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers, CFO</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3 - Perceptions 1</p>	Reviews						
	Formative			Summative			
	Nov	Jan	Mar	June			
							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

**Performance Objective 2 Problem Statements:**






School Processes & Programs	
<b>Problem Statement 3:</b> Most classrooms only have a class set of seven online capable devices. <b>Root Cause:</b> There is a lack of available funding for technology.	
Perceptions	
<b>Problem Statement 1:</b> It is difficult to build a positive, comprehensive school culture and climate when student attendance and in-person enrollment fluctuate. <b>Root Cause:</b> COVID-19 has created the need/choice for some students to participate in remote learning.	

**Goal 6:** Allocate funds to prepare all student while maintaining effective and efficient operations.

**Performance Objective 1:** The campus budget will be carefully scrutinized and allocated according to instructional needs.

**Evaluation Data Sources:** Campus budget

**Summative Evaluation:** None

<p><b>Strategy 1:</b> School staff will evaluate the needs of the campus, communicate those needs to stakeholders, and create a prioritized spending plan to address those needs.</p> <p><b>Strategy's Expected Result/Impact:</b> High priority objectives will receive the appropriate funding.</p> <p><b>Staff Responsible for Monitoring:</b> CPOC, principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**






<b>Demographics</b>
<p><b>Problem Statement 1:</b> None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development.</p>
<p><b>Problem Statement 2:</b> None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students enter 3rd grade below grade level in math.</p>

**Goal 6:** Allocate funds to prepare all student while maintaining effective and efficient operations.

**Performance Objective 2:** Students will participate in an activity that will aid in the effectiveness and efficiency of students transitioning/promoting from one campus building to another.

**Evaluation Data Sources:** Surveys

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students promoting from 2nd grade to 3rd grade (Rains Elementary to Rains Intermediate) and from 5th grade to 6th grade (Rains Intermediate to Rains Jr. High) will participate in a 2-hour tour and seminar to help students transition from one campus to the other.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will adjust faster to the campus and structure with the transition piece in place at the end of each school year.</p> <p><b>Staff Responsible for Monitoring:</b> counselor, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0%				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**






Student Learning
<p><b>Problem Statement 1:</b> There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. <b>Root Cause:</b> Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.</p>

**Goal 7:** Improve student achievement.

**Performance Objective 1:** Raise the Intermediate School Report Card rating from a "C" to a "B" in the Student Achievement domain by the end of 20-21 school year. The current score is 72 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To raise the Student Achievement domain to a "B," increase the percentage of students who earn Approaches, Meets, and Masters levels on all STAAR math, reading, writing, and science tests. The current score is 72 in STAAR Performance.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive a B rating for the STAAR Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 6, 7, 8, 9, 10 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0%				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**







Demographics
<b>Problem Statement 6:</b> 55% of 4th grade English Learners did not meet grade level standards for reading as 3rd graders. <b>Root Cause:</b> Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.
<b>Problem Statement 7:</b> 63% of 5th grade English Learners did not meet grade level standards for writing as 4th graders. <b>Root Cause:</b> Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.
<b>Problem Statement 8:</b> 83% of 5th grade Special Education students did not meet grade level standards in 4th grade writing. <b>Root Cause:</b> Not enough small group instruction and below grade level reading comprehension.
<b>Problem Statement 9:</b> 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019. <b>Root Cause:</b> Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.
<b>Problem Statement 10:</b> 74% of Special Education students did not meet grade level standards for 5th grade science in 2018-2019. <b>Root Cause:</b> Not enough small group instruction and below grade level reading comprehension.
Student Learning
<b>Problem Statement 1:</b> There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. <b>Root Cause:</b> Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.

**Goal 7:** Improve student achievement.

**Performance Objective 2:** Raise the Intermediate Report Card rating from a "C" to a "B" in the School Progress domain by the end of the 20-21. The current score is 74 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To raise the School Progress domain to a "B," increase the relative performance of economically-disadvantaged students, meaning more eco-dis students must earn Approaches on all STAAR exams. The current score in Relative Performance is 73.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive a B rating for the Relative Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 5, 9 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> To raise the School Progress domain to a "B," increase the academic growth measure on all STAAR exams. This means that more students need to meet or exceed one year's worth of growth on each test. The current score is 74.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive a B rating for the Academic Growth category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development.</p>
<p><b>Problem Statement 2:</b> None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students enter 3rd grade below grade level in math.</p>
<p><b>Problem Statement 3:</b> Two student groups did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. <b>Root Cause:</b> Math vocabulary is difficult for students with limited English and learning disabilities.</p>

**Problem Statement 5:** No student groups met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Many students enter grades 3-5 below grade level in achievement.

**Problem Statement 9:** 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019. **Root Cause:** Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.

### **Student Learning**




**Problem Statement 1:** There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.






**Goal 7:** Improve student achievement.

**Performance Objective 3:** Raise the Intermediate Report Card rating from a "D" to a "B" in the Closing the Gaps domain by the end of the 20-21. The current score is 68 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Raise the Closing the Gaps rating from a "D" to a "B" in the area of Grade Level Performance by the end of the 20-21. To raise the Closing the Gaps domain to a "B," increase the grade level performance of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. The current score is 0.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive a B rating for the Grade Level Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 7, 8, 9, 10 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p><b>Strategy 2:</b> Raise the Closing the Gaps rating from a "B" to an "A" in the area of Academic Growth by the end of the 20-21. To raise the Closing the Gaps domain to a "B," increase the academic growth of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must grow at least one academic year in order to get credit in this category. The current score is 88.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive an A rating for the Academic Growth category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p><b>Strategy 3:</b> To raise the Closing the Gaps domain to a "B," increase the percentage of English Learners who meet the target on the TELPAS Progress measure. The current score is 0. Only 31% of students met the progress measure, and 36% of students was the target.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive an B rating for the English Language Proficiency category.</p> <p><b>Staff Responsible for Monitoring:</b> ESL teacher, RLA teachers, TELPAS raters, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 4, 6, 7</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p><b>Strategy 4:</b> To raise the Closing the Gaps domain to a "B," increase the student achievement of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must meet the average percentage of students who approach, meet, and master grade level tests in order to get credit in this category. The current score is 0.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive an B rating for the Student Achievement category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 1</p>	Reviews				
	Formative			Summative	
	Nov	Jan	Mar	June	
 0%					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development.</p>
<p><b>Problem Statement 2:</b> None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students enter 3rd grade below grade level in math.</p>
<p><b>Problem Statement 3:</b> Two student groups did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. <b>Root Cause:</b> Math vocabulary is difficult for students with limited English and learning disabilities.</p>
<p><b>Problem Statement 4:</b> English Learners did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31%. <b>Root Cause:</b> EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.</p>
<p><b>Problem Statement 5:</b> No student groups met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Many students enter grades 3-5 below grade level in achievement.</p>
<p><b>Problem Statement 6:</b> 55% of 4th grade English Learners did not meet grade level standards for reading as 3rd graders. <b>Root Cause:</b> Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.</p>
<p><b>Problem Statement 7:</b> 63% of 5th grade English Learners did not meet grade level standards for writing as 4th graders. <b>Root Cause:</b> Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.</p>
<p><b>Problem Statement 8:</b> 83% of 5th grade Special Education students did not meet grade level standards in 4th grade writing. <b>Root Cause:</b> Not enough small group instruction and below grade level reading comprehension.</p>
<p><b>Problem Statement 9:</b> 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019. <b>Root Cause:</b> Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.</p>
<p><b>Problem Statement 10:</b> 74% of Special Education students did not meet grade level standards for 5th grade science in 2018-2019. <b>Root Cause:</b> Not enough small group instruction and below grade level reading comprehension.</p>

## Student Learning

**Problem Statement 1:** There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.





**Goal 7:** Improve student achievement.

**Performance Objective 4:** Raise the Intermediate School Report Card rating from a "C" to a "B" in the Student Achievement domain by the end of 20-21 school year. The current score is 72 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To raise the Student Achievement domain to a "B," increase the percentage of students who earn Approaches, Meets, and Masters levels on all STAAR math, reading, writing, and science tests. The current score is 72 in STAAR Performance.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive a B rating for the STAAR Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 6, 7, 8, 9, 10 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**





Demographics
<b>Problem Statement 6:</b> 55% of 4th grade English Learners did not meet grade level standards for reading as 3rd graders. <b>Root Cause:</b> Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.
<b>Problem Statement 7:</b> 63% of 5th grade English Learners did not meet grade level standards for writing as 4th graders. <b>Root Cause:</b> Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.
<b>Problem Statement 8:</b> 83% of 5th grade Special Education students did not meet grade level standards in 4th grade writing. <b>Root Cause:</b> Not enough small group instruction and below grade level reading comprehension.
<b>Problem Statement 9:</b> 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019. <b>Root Cause:</b> Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.
<b>Problem Statement 10:</b> 74% of Special Education students did not meet grade level standards for 5th grade science in 2018-2019. <b>Root Cause:</b> Not enough small group instruction and below grade level reading comprehension.
Student Learning
<b>Problem Statement 1:</b> There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. <b>Root Cause:</b> Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.

**Goal 7:** Improve student achievement.

**Performance Objective 5:** Raise the Intermediate Report Card rating from a "C" to a "B" in the School Progress domain by the end of the 20-21. The current score is 74 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To raise the School Progress domain to a "B," increase the relative performance of economically-disadvantaged students, meaning more eco-dis students must earn Approaches on all STAAR exams. The current score in Relative Performance is 73.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive a B rating for the Relative Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 5, 9 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> To raise the School Progress domain to a "B," increase the academic growth measure on all STAAR exams. This means that more students need to meet or exceed one year's worth of growth on each test. The current score is 74.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive a B rating for the Academic Growth category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 5 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development.</p>
<p><b>Problem Statement 2:</b> None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students enter 3rd grade below grade level in math.</p>
<p><b>Problem Statement 3:</b> Two student groups did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. <b>Root Cause:</b> Math vocabulary is difficult for students with limited English and learning disabilities.</p>

**Problem Statement 5:** No student groups met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Many students enter grades 3-5 below grade level in achievement.

**Problem Statement 9:** 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019. **Root Cause:** Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.

### **Student Learning**

**Problem Statement 1:** There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.

**Goal 7:** Improve student achievement.

**Performance Objective 6:** Raise the Intermediate Report Card rating from a "D" to a "B" in the Closing the Gaps domain by the end of the 20-21. The current score is 68 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Raise the the Closing the Gaps domain rating from a "D" to a "B" in the area of Grade Level Performance by the end of the 20-21. To raise the Closing the Gaps domain to a "B," increase the grade level performance of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. The current score is 0.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive a B rating for the Grade Level Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 7, 8, 9, 10 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Raise the Closing the Gaps domain rating from a "B" to an "A" in the area of Academic Growth by the end of the 20-21. To raise the Closing the Gaps domain to a "B," increase the academic growth of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must grow at least one academic year in order to get credit in this category. The current score is 88.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive an A rating for the Academic Growth category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> To raise the Closing the Gaps domain to a "B," increase the percentage of English Learners who meet the target on the TELPAS Progress measure. The current score is 0. Only 31% of students met the progress measure, and 36% of students was the target.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive an B rating for the English Language Proficiency category.</p> <p><b>Staff Responsible for Monitoring:</b> ESL teacher, RLA teachers, TELPAS raters, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 4, 6, 7</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 4:</b> To raise the Closing the Gaps domain to a "B," increase the student achievement of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must meet the average percentage of students who approach, meet, and master grade level tests in order to get credit in this category. The current score is 0.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will receive an B rating for the Student Achievement category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 6 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier I literacy instruction in K-8 has historically been implemented with few research-based resources and professional development.</p>
<p><b>Problem Statement 2:</b> None of the specific student groups met the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, Hispanic, White, Economically Disadvantaged, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer Tier II and Tier III opportunities for math intervention in grades K-2, so many students enter 3rd grade below grade level in math.</p>
<p><b>Problem Statement 3:</b> Two student groups did not meet the state target in Closing the Gaps domain for academic growth in math: English Learners and Special Education. <b>Root Cause:</b> Math vocabulary is difficult for students with limited English and learning disabilities.</p>
<p><b>Problem Statement 4:</b> English Learners did not meet the state target in Closing the Gaps domain for English Language Proficiency. The goal was 36%, and the outcome was 31%. <b>Root Cause:</b> EL students are making slow progress on TELPAS domains because the district does not have a bilingual program.</p>
<p><b>Problem Statement 5:</b> No student groups met the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, African-American, Hispanic, White, Two or More Races, Economically Disadvantaged, English Learners, Special Ed, Former Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Many students enter grades 3-5 below grade level in achievement.</p>
<p><b>Problem Statement 6:</b> 55% of 4th grade English Learners did not meet grade level standards for reading as 3rd graders. <b>Root Cause:</b> Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.</p>
<p><b>Problem Statement 7:</b> 63% of 5th grade English Learners did not meet grade level standards for writing as 4th graders. <b>Root Cause:</b> Limited English exposure, lack of vocabulary knowledge, and the need for targeted instruction in a pull out program.</p>
<p><b>Problem Statement 8:</b> 83% of 5th grade Special Education students did not meet grade level standards in 4th grade writing. <b>Root Cause:</b> Not enough small group instruction and below grade level reading comprehension.</p>
<p><b>Problem Statement 9:</b> 56% of economically disadvantaged students did not meet grade level standards for writing in 2018-2019. <b>Root Cause:</b> Students may not have after school care to help with work, student may not be able to stay for after school enrichment, and a low reading levels.</p>
<p><b>Problem Statement 10:</b> 74% of Special Education students did not meet grade level standards for 5th grade science in 2018-2019. <b>Root Cause:</b> Not enough small group instruction and below grade level reading comprehension.</p>

## Student Learning

**Problem Statement 1:** There are significant gaps in students learning in all subject areas, across all student populations, including EL, Special Ed, At-Risk, and Economically Disadvantaged. **Root Cause:** Students enter 3rd grade behind grade level expectations, and it takes them two to five years to catch up to state targets for grade level performance.

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Rains Intermediate is a school-wide Title I campus with the focus on increasing math and literacy for all students.

Daily intervention time is planned outside of core curriculum for all students to receive the additional instruction needed to make gains and meet state standards. This intervention is called WIN (What I Need) time, and students are assigned 60 minutes each day to specific teachers and programs that accelerate and remediate based on student data. WIN Time interventions include GT, dyslexia, ESL, special education, math, and reading.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

This campus improvement plan was completed with input from appropriate stakeholders in the fall of 2020.

### **2.2: Regular monitoring and revision**

Rains Intermediate evaluates the Title I program at least 4 times per year at the end of each nine weeks. Data is collected, disaggregated, and shared during data and CPOC meetings. At the end of the school year, the campus evaluates program implementation and design. Improvements and adjustments that are needed will be planned for the following school year.

### **2.3: Available to parents and community in an understandable format and language**

Parents and community receive regular notification about student progress in the school during the school year in an language and format that is understandable. The campus plan is posted on the district website, and a copy is available to public upon request.

### **2.4: Opportunities for all children to meet State standards**

Rains Intermediate is working diligently to tighten the Tier I instruction for all students through curriculum planning and teacher training. Teachers have access to valuable TEKS-based resources that provide engaging learning opportunities for all students to meet state standards.

### **2.5: Increased learning time and well-rounded education**

Instructional minutes are protected for core curricular subjects such as math, reading, science, and social studies. All students have additional opportunities to grow academically through WIN Time, which is scheduled 60 minutes a day outside of the core curriculum. As part of a well-rounded education, students also receive 60 minutes a day of PE, art, music, computer, and/or library time.

## **2.6: Address needs of all students, particularly at-risk**

All students receive high-quality Tier I instruction that meet state standards. At-risk students are identified, served, and monitored to ensure progress toward these standards is expected and maintained.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

A Parent and Family Engagement Policy is developed/revised annually with stakeholder input. A copy is distributed during the enrollment process at the beginning of the school year.

### **3.2: Offer flexible number of parent involvement meetings**

Parent involvement meetings are held periodically throughout the school year as part of PTO, CPOC, DEIC, Meet the Teacher, Open House, etc.

Due to COVID-19, the number and type of parent involvement meetings will vary during the 20-21 school year, and many will be available virtually. Meetings are offered at different times to accommodate as many families as possible.

## 2020-2021 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	J.C. Vance	Principal
Administrator	Amy Holmes	Asst. Principal
Classroom Teacher	Elizabeth Donley	4th Grade Teacher
Classroom Teacher	Tami Maberry	3rd Grade Teacher
Classroom Teacher	Carla Weddle	Math Interventionist
Non-classroom Professional	Dusty Asbill	Counselor
Business Representative	Darrell Dodd	Business Owner
Community Representative	Kristen McNew	Community Member
Parent	Kody Wallace	Parent

# Addendums

**Rain Independent School District**  
**Rains Junior High**  
**2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** November 10, 2020

# Mission Statement

Rains ISD provides a safe and innovative learning environment that nurtures a growth mindset, offers resources and opportunities that maximize each student's potential, and inspires life-long learners in an ever-changing world.

## Vision

In the pursuit of excellence:

We value community partnerships.

We encourage communication.

We embrace challenges.

We celebrate growth and success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

RJH is a campus in Emory, Texas, that serves all students in grades 6-8 in Rains County. The total campus enrollment is 404 students. The average student to teacher ratio is 20:1. The attendance rate is 97.03%.

### Our campus ethnicity demographics (using 2018-2019 TAPR data) are as follows:

2.9%, African-American

18.4%, Hispanic

75.6%, White

0.8%, American Indian

0.3%, Asian

2.1%, Two or more races

### Other campus demographics are as follows:

61.8%, Economically Disadvantaged

38.2%, Non-Educationally Disadvantaged

14.8%, 504

6.0%, English Learners

3.5%, Students with Disciplinary Placements

12.9%, Dyslexia

53.1%, At-Risk

13.8%, Special Education

9.5%, Mobility

## Demographics Strengths

RJH provides a safe, welcoming, and positive learning environment for all students and community members. The student population is diverse in terms of socio-economic status, ethnicity, and special needs.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.

**Problem Statement 2 (Prioritized):** Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, White, Special Ed, and Non-Continuously Enrolled. **Root Cause:** There are fewer math interventionists in K-8 than reading interventionists.

**Problem Statement 3 (Prioritized):** Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Reading: Hispanic, White, and Continuously Enrolled. **Root Cause:** Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.

**Problem Statement 4 (Prioritized):** Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Math: All Students, White, Economically Disadvantaged, Continuously Enrolled, and Non-continuously Enrolled. **Root Cause:** There are fewer math interventionists in K-8 than reading interventionists.

**Problem Statement 5 (Prioritized):** Specific student groups did not meet the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, White, Two or More Races, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy and math.

# Student Learning

## Student Learning Summary

### ACHIEVEMENT:

Overall, students in grades 6-8 performed at the state level on STAAR, except for 8th grade social studies. Here is a summary of the spring 2018 passing (Approaches) scores for all student groups:

Reading, 77%

Math, 84%

Science, 75%

Social Studies, 57%

Writing, 70%

### CLOSING THE GAPS:

RJH students met 4 of the 14 targets, or 29%, for Grade Level Performance on the 2019 state accountability system. Students met 5 out of 14 targets, or 36%, for Academic Growth. Students met 2 out of 9 targets, or 22%, for Student Achievement.

## Student Learning Strengths

All core teachers are highly-qualified and receive annual training in pedagogy. Each department also participates in backwards design and lesson planning, which ensures students are assessed on the prioritized learning targets. With the recent incorporation of more online learning due to COVID-19, teachers and staff have risen to the challenge of creating engaging online classrooms and assignments that are authentic.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** There has been a lack of vertically-aligned, consistent interventions in K-8.

**Problem Statement 2 (Prioritized):** Only 57% of students passed the STAAR social studies test in 8th grade. **Root Cause:** Instruction was not aligned to TEKS.

**Problem Statement 3 (Prioritized):** Only 66% of students grew a year academically in reading and math. **Root Cause:** Tier I instruction in reading and math lacks time and support.

# School Processes & Programs

## School Processes & Programs Summary

Instructional programs include TEKS Resource System and state-adopted curriculum. For reading intervention, RJH utilizes Leveled Literacy Intervention (LLI) for ESL, special education, and accelerated instruction. Nine-week assessments, Measure of Academic Progress (MAP) in math and reading, and STAAR are used to progress monitor all students. Curriculum resources include Texas Gateway, Google for Education, Lead4ward, Pacing Tools, TExGUIDES, Discovery Education, interactive notebooks, and other online learning tools.

Student data is managed by Skyward, DMAC, Remind, and Frontline.

Programs that support, recruit, and retain highly-qualified personnel include: mentoring program, First-Year Teacher Academy, Region 7 and 10 training, Teacher Job Network (through Region 10), and positive campus culture and climate. RJH receives support from central administration, which provides both students and educators the tools needed to be successful.

## School Processes & Programs Strengths

With a focus on technology, we are building students' strengths, using Google by providing Chrome carts and making interactive TVs available to all grade levels. We offer technology courses at two grade levels and strive to integrate technology seamlessly throughout all three grade levels. Additionally, the JH now offers a high school CTE course to 8th graders in the course guide, which is Principles of Agriculture.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. **Root Cause:** Most consequences involve a removal from the classroom.

# Perceptions

## Perceptions Summary

Rains Junior High believes that each child has the ability to learn. We value each of their strengths and encourage student achievement.

## Perceptions Strengths

Rains Junior High maintains a positive climate for students, teachers, and staff.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parents and families feel unwelcome, because visitors at school are restricted. **Root Cause:** The COVID-19 crisis has placed mandatory restrictions on schools.

**Problem Statement 2 (Prioritized):** RJH students discipline is mostly in relation to social skill deficits and inappropriate conflict resolution. **Root Cause:** Students in grades 6-8 struggle with their self-identity and lack positive ways to prove themselves.

# Priority Problem Statements

**Problem Statement 2:** The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target.

**Root Cause 2:** Most consequences involve a removal from the classroom.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Parents and families feel unwelcome, because visitors at school are restricted.

**Root Cause 3:** The COVID-19 crisis has placed mandatory restrictions on schools.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled.

**Root Cause 4:** There has been a lack of vertically-aligned, consistent interventions in K-8.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled.

**Root Cause 5:** Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, White, Special Ed, and Non-Continuously Enrolled.

**Root Cause 6:** There are fewer math interventionists in K-8 than reading interventionists.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Reading: Hispanic, White, and Continuously Enrolled.

**Root Cause 7:** Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Math: All Students, White, Economically Disadvantaged, Continuously Enrolled, and Non-continuously Enrolled.

**Root Cause 8:** There are fewer math interventionists in K-8 than reading interventionists.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** Specific student groups did not meet the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, White, Two or More Races, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled.

**Root Cause 9:** Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy and math.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 10:** RJH students discipline is mostly in relation to social skill deficits and inappropriate conflict resolution.

**Root Cause 10:** Students in grades 6-8 struggle with their self-identity and lack positive ways to prove themselves.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** Only 57% of students passed the STAAR social studies test in 8th grade.

**Root Cause 11:** Instruction was not aligned to TEKS.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** Only 66% of students grew a year academically in reading and math.

**Root Cause 12:** Tier I instruction in reading and math lacks time and support.

**Problem Statement 12 Areas:** Student Learning

# 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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

**Performance Objective 1:** During the 2020-2021 school year, RJH will increase parent and family engagement.

**Evaluation Data Sources:** sign-in sheets, communication documents

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The district will use in-person, written, digital, and/or social media to keep parents, students, staff, and community members in the district informed of news.</p> <p><b>Strategy's Expected Result/Impact:</b> Families will stay updated about current events in the district and be more involved.</p> <p><b>Staff Responsible for Monitoring:</b> principals, office staff, teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Families will be invited to participate in school events as allowable by COVID-19 restrictions. Events may be in-person or virtual and include: Meet the Teacher Night, Special Programs Night, Open House, campus improvement committee meetings, award ceremonies, athletic events, performances, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Families who are involved in the school process are more likely to support learning at home.</p> <p><b>Staff Responsible for Monitoring:</b> principals, program coordinators</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue				

## Performance Objective 1 Problem Statements:

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There has been a lack of vertically-aligned, consistent interventions in K-8.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Parents and families feel unwelcome, because visitors at school are restricted. <b>Root Cause:</b> The COVID-19 crisis has placed mandatory restrictions on schools.</p>








**Goal 1:** Use a variety of effective methods to intentionally communicate with students, parents/guardians, staff, and community.

**Performance Objective 2:** Increase the attendance rate from 97.03% to 98% by the end of 20-21.

**Evaluation Data Sources:** attendance report from PEIMS

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Communicate regularly and effectively with families about the importance of attendance and how many absences their child has accrued.</p> <p><b>Strategy's Expected Result/Impact:</b> increased attendance</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers, RISD Police Department</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 5</p>	Reviews						
	Formative			Summative			
	Nov	Jan	Mar	June			
							
 No Progress				 Accomplished			
 Continue/Modify				 Discontinue			

**Performance Objective 2 Problem Statements:**







Demographics
<p><b>Problem Statement 5:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, White, Two or More Races, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy and math.</p>

**Goal 2:** Develop partnerships within the community to support our students' well-being.

**Performance Objective 1:** RJH will partner with the community to provide additional supports for students.

**Evaluation Data Sources:** calendar events

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Guest speakers from the community will be invited to share guidance, experience, and resources to students to address violence prevention, bullying, safety, mental health, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be connected to resources they can use when in crisis.</p> <p><b>Staff Responsible for Monitoring:</b> counselor, teachers, program coordinators</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p><b>Strategy 2:</b> RHS will partner with Communities in Schools to provide an on-site social worker to at-risk students Monday-Thursday.</p> <p><b>Strategy's Expected Result/Impact:</b> At-risk students will receive timely, professional support as needed.</p> <p><b>Staff Responsible for Monitoring:</b> CIS social worker</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Performance Objective 1 Problem Statements:**








School Processes & Programs
<p><b>Problem Statement 1:</b> The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. <b>Root Cause:</b> Most consequences involve a removal from the classroom.</p>
Perceptions
<p><b>Problem Statement 2:</b> RJH students discipline is mostly in relation to social skill deficits and inappropriate conflict resolution. <b>Root Cause:</b> Students in grades 6-8 struggle with their self-identity and lack positive ways to prove themselves.</p>

**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 1:** Rains ISD will lower the turnover rate by 10% by the year 2021-2022.

**Evaluation Data Sources:** Position Control spreadsheet

**Summative Evaluation:** None




<p><b>Strategy 1:</b> Administrators and teachers will work to keep morale a high priority with staff perks, respect, communication, and support.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain highly-qualified teachers</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Pair new teachers to RJH with veteran teachers as mentors to provide ongoing, job-embedded support throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> New teachers will be more likely to stay at RJH.</p> <p><b>Staff Responsible for Monitoring:</b> administrators, mentors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Rains ISD will attend at least one job fair a year to recruit certified teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> New candidates will apply for RJH jobs.</p> <p><b>Staff Responsible for Monitoring:</b> administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 2:** Provide student, teacher and staff awareness of safety, internet safety, violence prevention, suicide prevention, conflict resolution and bullying/cyberbullying a minimum of three times per year.

**Evaluation Data Sources:** EOY SHAC report, discipline report, Stop-It app log

**Summative Evaluation:** None

<p><b>Strategy 1:</b> RJH will provide the capability for students and families to anonymously report bullying and other violations of the student code of conduct via the STOP-it app and the district webpage.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a safe and confidential means to reporting bullying.</p> <p><b>Staff Responsible for Monitoring:</b> administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> RJH will conduct the required drills regarding the procedures that will be used as written in the Emergency Operations Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to quickly and effectively perform safety drills.</p> <p><b>Staff Responsible for Monitoring:</b> administrators, RISD Police Department</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Students, staff, and community will be educated on drug and alcohol abuse, and students will participate in Red Ribbon Week activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be made aware of the dangers associated with drug and alcohol abuse.</p> <p><b>Staff Responsible for Monitoring:</b> counselor, program coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 4:</b> Increase the visibility of law enforcement district-wide to include at a minimum 3 visits per week for the 20-21 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be less likely to commit offenses and more likely to trust police officers.</p> <p><b>Staff Responsible for Monitoring:</b> RISD Chief of Police</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 5:</b> Bullying, violence prevention, conflict resolution, and character development lessons will be taught by RJH staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will handle crisis and conflict appropriately.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselor, Principal, Health Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**






<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. <b>Root Cause:</b> Most consequences involve a removal from the classroom.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> RJH students discipline is mostly in relation to social skill deficits and inappropriate conflict resolution. <b>Root Cause:</b> Students in grades 6-8 struggle with their self-identity and lack positive ways to prove themselves.</p>

**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 3:** Decrease the frequency in which all students miss instructional opportunities due to disciplinary assignments.

**Evaluation Data Sources:** discipline reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Classroom management and student discipline will be handled through the Restorative Practices model.  <b>Strategy's Expected Result/Impact:</b> Fewer students will be assigned ISS, OSS, and DAEP.  <b>Staff Responsible for Monitoring:</b> administrators, teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b>  <b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0%				
 No Progress				 Accomplished
 Continue/Modify				 Discontinue

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> The number of discipline incidents that result in the removal of special education students from their ARD placement is above the state target. <b>Root Cause:</b> Most consequences involve a removal from the classroom.</p>
Perceptions
<p><b>Problem Statement 2:</b> RJH students discipline is mostly in relation to social skill deficits and inappropriate conflict resolution. <b>Root Cause:</b> Students in grades 6-8 struggle with their self-identity and lack positive ways to prove themselves.</p>

**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 4:** Students will participate in required physical activities to promote and track fitness and health.

**Evaluation Data Sources:** School Health Advisory Council (SHAC) minutes, master schedule, enrollment in PE/Athletics








**Summative Evaluation:** None

**Goal 3:** Recruit and retain quality staff who provide a safe and supportive learning environment that promotes excellence.

**Performance Objective 5:** Teachers will support students who are struggling in literacy and math.

**Evaluation Data Sources:** MAP, DMAC, BAS

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students who are identified with reading difficulties will be tested with the BAS. If the BAS score indicates that remediation is needed, the student will receive reading intervention using Leveled Literacy Intervention as one of their electives.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased literacy skills</p> <p><b>Staff Responsible for Monitoring:</b> RLA teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Students who are identified with math difficulties will be placed in a Math Plus class to provide remediation and accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> increased math skills</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2, 4 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> Teachers will meet once every nine weeks to evaluate student performance data and progress during department PLC meetings. Teachers will pull and disaggregate data using MAP scores, grades, 9 weeks tests, DMAC, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in need of instructional remediation will be identified.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators, department heads</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 5 Problem Statements:**

**Demographics**





<p><b>Problem Statement 1:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.</p>
<p><b>Problem Statement 2:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, White, Special Ed, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer math interventionists in K-8 than reading interventionists.</p>
<p><b>Problem Statement 3:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Reading: Hispanic, White, and Continuously Enrolled. <b>Root Cause:</b> Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.</p>
<p><b>Problem Statement 4:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Math: All Students, White, Economically Disadvantaged, Continuously Enrolled, and Non-continuously Enrolled. <b>Root Cause:</b> There are fewer math interventionists in K-8 than reading interventionists.</p>
<p><b>Student Learning</b></p>
<p><b>Problem Statement 1:</b> There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There has been a lack of vertically-aligned, consistent interventions in K-8.</p>
<p><b>Problem Statement 3:</b> Only 66% of students grew a year academically in reading and math. <b>Root Cause:</b> Tier I instruction in reading and math lacks time and support.</p>

**Goal 4:** Recognize demographic changes of the campus and provide support to facilitate student growth.

**Performance Objective 1:** By the end of the 2020-2021 school year, students in the Special Education program will show measurable progress as demonstrated by progress in IEP's, final report grades, and STAAR testing results.

**Evaluation Data Sources:** STAAR Performance, IEP Goals

**Summative Evaluation:** None

<p><b>Strategy 1:</b> We will provide staff development to address information on modifications and content IEP's to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and staff will have up-to-date information on their students that can be used in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Department, administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Remedial RLA and math courses will be provided for SPED students as indicated by assessment results.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> principal, counselor, diagnostician, SPED case worker</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2, 5 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.</p>
<p><b>Problem Statement 2:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, White, Special Ed, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer math interventionists in K-8 than reading interventionists.</p>
<p><b>Problem Statement 5:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, White, Two or More Races, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy and math.</p>

## Student Learning





**Problem Statement 1:** There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** There has been a lack of vertically-aligned, consistent interventions in K-8.

**Goal 4:** Recognize demographic changes of the campus and provide support to facilitate student growth.

**Performance Objective 2:** By the end of the 2020-2021 school year, EL students will show measurable growth through academic classes with the aid of EL support.

**Evaluation Data Sources:** Final report card grades, STAAR, and TELPAS, as well as observation of subject area teachers

**Summative Evaluation:** None

<p><b>Strategy 1:</b> RJH will provide regularly-scheduled, content-based support for EL students.</p> <p><b>Strategy's Expected Result/Impact:</b> EL students will show improvements in their ability to perform well on regular curriculum and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher, administrators, counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 3, 5 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> A mentor will be assigned to the EL student to give individualized support.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show evidence of growth with the use of a mentor. More specialized support should have a positive effect on student growth.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.</p>
<p><b>Problem Statement 3:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Reading: Hispanic, White, and Continuously Enrolled. <b>Root Cause:</b> Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.</p>
<p><b>Problem Statement 5:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, White, Two or More Races, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy and math.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously</p>





Enrolled, and Non-Continuously Enrolled. **Root Cause:** There has been a lack of vertically-aligned, consistent interventions in K-8.

**Goal 4:** Recognize demographic changes of the campus and provide support to facilitate student growth.

**Performance Objective 3:** Students who are at-risk will be provided the appropriate assistance in instruction to show measurable progress each school year as demonstrated by state assessment performance.

**Evaluation Data Sources:** final report card grades, state assessment performance

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The success of at-risk students will be monitored each 9 weeks during math and reading data PLC meetings.  <b>Strategy's Expected Result/Impact:</b> Improvements will be seen on report card grades and state assessment results.  <b>Staff Responsible for Monitoring:</b> teachers, administrators, ESL teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Counseling sessions will be provided, as needed, to equip at-risk students with resiliency.  <b>Strategy's Expected Result/Impact:</b> Student success will increase.  <b>Staff Responsible for Monitoring:</b> counselor, CIS social worker  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 1 - Perceptions 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There has been a lack of vertically-aligned, consistent interventions in K-8.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> RJH students discipline is mostly in relation to social skill deficits and inappropriate conflict resolution. <b>Root Cause:</b> Students in grades 6-8 struggle with their self-identity and lack positive ways to prove themselves.</p>

**Goal 4:** Recognize demographic changes of the campus and provide support to facilitate student growth.

**Performance Objective 4:** Reduce the dropout rate to <1% in 2020-2021.

**Evaluation Data Sources:** TAPR





**Summative Evaluation:** None

**Goal 4:** Recognize demographic changes of the campus and provide support to facilitate student growth.

**Performance Objective 5:** Students in the dyslexia program will be served in the MTA program and will be 100% complete by the end of their 8th grade year.

**Evaluation Data Sources:** Final report card grades, STAAR performance, MTA kit completion

**Summative Evaluation:** None

<p><b>Strategy 1:</b> RJH will continue to provide a dyslexia assessment and evaluation for students who have been referred.  <b>Strategy's Expected Result/Impact:</b> Data will determine whether students qualify or do not qualify for dyslexia services.  <b>Staff Responsible for Monitoring:</b> Campus Counselor, Dyslexia Teacher  <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Recognize demographic changes of the campus and provide support to facilitate student growth.

**Performance Objective 6:** If the campus has any migrant students enrolled, the Region 7 SSA will be notified so that migrant services can begin to ensure that the students participate effectively in school.

**Evaluation Data Sources:** enrollment forms verified by Region 7






**Summative Evaluation:** None

**Goal 5:** Provide access to state-of-the-art technology, current training, and awareness of available resources.

**Performance Objective 1:** Provide on-going and job-embedded training opportunities, rigorous and relevant curriculum, and varied instructional strategies to increase the use of technology in every classroom by the end of 2020-2021.

**Evaluation Data Sources:** Lesson plans, staff development records, Google Classroom participation.

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Teachers and staff will have access to multiple training opportunities, including: Region 7, Region 10, on-campus, and online. Staff will seek their own topics based on interest and need.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff instructional technology skills will improve.</p> <p><b>Staff Responsible for Monitoring:</b> administrators, teachers, Curriculum Director</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0%				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 5:** Provide access to state-of-the-art technology, current training, and awareness of available resources.

**Performance Objective 2:** Increase the student to device ratio to be 1:1.

**Evaluation Data Sources:** inventory

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Order, inventory, and distribute one Chromebook to every student at RJH in order to implement online content.</p> <p><b>Strategy's Expected Result/Impact:</b> In the event of a school closure, students and staff will still have a way to engage in learning from a remote setting.</p> <p><b>Staff Responsible for Monitoring:</b> CFO, superintendent, Director of Technology</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0%				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 5:** Provide access to state-of-the-art technology, current training, and awareness of available resources.

**Performance Objective 3:** By the end of their 8th grade year, students will be fluent in their use of technology resources and applications the CTE technology course.

**Evaluation Data Sources:** final report card grades

**Summative Evaluation:** None






<b>Strategy 1:</b> All computers will be operated with current hardware and software. <b>Strategy's Expected Result/Impact:</b> Installation and use of hardware and software <b>Staff Responsible for Monitoring:</b> technology department <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** Allocate funds to prepare all student while maintaining effective and efficient operations.

**Performance Objective 1:** Students will participate in an activity that will aid in the effectiveness and efficiency of students transitioning/promoting from one campus building to another.

**Evaluation Data Sources:** surveys

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students promoting from 5th grade to 6th grade (Rains Intermediate to RJH) and from 8th grade to 9th grade (RJH to RHS) will participate in a tour/seminar to help students transition from one campus to the other.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will adjust faster to the campus and structure with the transition piece in place at the end of each school year.</p> <p><b>Staff Responsible for Monitoring:</b> counselor, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0%				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Performance Objective 1 Problem Statements:**






Perceptions
<p><b>Problem Statement 1:</b> Parents and families feel unwelcome, because visitors at school are restricted. <b>Root Cause:</b> The COVID-19 crisis has placed mandatory restrictions on schools.</p>

**Goal 6:** Allocate funds to prepare all student while maintaining effective and efficient operations.

**Performance Objective 2:** The campus budget will be carefully scrutinized and allocated according to instructional needs.

**Evaluation Data Sources:** campus budget, expenditure report

**Summative Evaluation:** None

<p><b>Strategy 1:</b> School staff will evaluate the needs of the campus, communicate those needs to stakeholders, and create a prioritized spending plan to address those needs.</p> <p><b>Strategy's Expected Result/Impact:</b> High priority objectives will receive the appropriate funding.</p> <p><b>Staff Responsible for Monitoring:</b> CPOC, principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Performance Objective 2 Problem Statements:**






Demographics
<p><b>Problem Statement 1:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.</p>
<p><b>Problem Statement 2:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, White, Special Ed, and Non-Continuously Enrolled. <b>Root Cause:</b> There are fewer math interventionists in K-8 than reading interventionists.</p>

**Goal 7:** Improve student achievement.

**Performance Objective 1:** Raise the RJH Report Card rating from a "C" to a "B" in the area of Student Achievement by the end of 20-21. The current score is 75 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To raise the Student Achievement domain to a "B," increase the percentage of students who earn Approaches, Meets, and Masters levels on all STAAR math, reading, writing, science, and social studies tests. The current score is 75 in STAAR Performance.</p> <p><b>Strategy's Expected Result/Impact:</b> RJH will receive a B rating for the STAAR Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0%				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Performance Objective 1 Problem Statements:**







Student Learning
<p><b>Problem Statement 1:</b> There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There has been a lack of vertically-aligned, consistent interventions in K-8.</p>
<p><b>Problem Statement 2:</b> Only 57% of students passed the STAAR social studies test in 8th grade. <b>Root Cause:</b> Instruction was not aligned to TEKS.</p>

**Goal 7:** Improve student achievement.

**Performance Objective 2:** Raise the RJH Report Card rating from a "C" to a "B" in the area of School Progress by the end of the 20-21. The current score is 77 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To raise the School Progress domain to a "B," increase the relative performance of economically-disadvantaged students, meaning more eco-dis students must earn Approaches on all STAAR exams. The current score in Relative Performance is 77.</p> <p><b>Strategy's Expected Result/Impact:</b> RJH will receive a B rating for the Relative Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> To raise the School Progress domain to a "B," increase the academic growth measure on all STAAR exams. This means that more students need to meet or exceed one year's worth of growth on each test. The current score is 70.</p> <p><b>Strategy's Expected Result/Impact:</b> RJH will receive a B rating for the Academic Growth category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**








<b>Demographics</b>
<p><b>Problem Statement 4:</b> Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Math: All Students, White, Economically Disadvantaged, Continuously Enrolled, and Non-continuously Enrolled. <b>Root Cause:</b> There are fewer math interventionists in K-8 than reading interventionists.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. <b>Root Cause:</b> There has been a lack of vertically-aligned, consistent interventions in K-8.</p>
<p><b>Problem Statement 3:</b> Only 66% of students grew a year academically in reading and math. <b>Root Cause:</b> Tier I instruction in reading and math lacks time and support.</p>

**Goal 7:** Improve student achievement.

**Performance Objective 3:** Raise the RJH Report Card rating from a "C" to a "B" in the area of Closing the Gaps by the end of the 20-21. The current score is 71 out of 100.

**Evaluation Data Sources:** TAPR, www.txschools.gov

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To raise the Closing the Gaps domain to a "B," increase the grade level performance of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. The current score is 29.</p> <p><b>Strategy's Expected Result/Impact:</b> RJH will receive a B rating for the Grade Level Performance category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> To raise the Closing the Gaps domain to a "B," increase the academic growth of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must grow at least one academic year in order to get credit in this category. The current score is 36.</p> <p><b>Strategy's Expected Result/Impact:</b> RJH will receive a B rating for the Academic Growth category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 3, 4 - Student Learning 1, 3</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> To raise the Closing the Gaps domain to a "B," increase the student achievement of specific student groups (race, special education, continuously enrolled, high mobility, English Learners, economically-disadvantaged) on all STAAR exams. These groups must meet the average percentage of students who approach, meet, and master grade level tests in order to get credit in this category. The current score is 22.</p> <p><b>Strategy's Expected Result/Impact:</b> RJH will receive a B rating for the Student Achievement category.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 5 - Student Learning 1, 2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 3 Problem Statements:

#### Demographics

**Problem Statement 1:** Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Reading: All Students, Hispanic, White, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.

**Problem Statement 2:** Specific student groups did not meet the state target in the Closing the Gaps domain for grade level performance on STAAR Math: All Students, White, Special Ed, and Non-Continuously Enrolled. **Root Cause:** There are fewer math interventionists in K-8 than reading interventionists.

**Problem Statement 3:** Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Reading: Hispanic, White, and Continuously Enrolled. **Root Cause:** Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy.

**Problem Statement 4:** Specific student groups did not meet the state target in the Closing the Gaps domain for academic growth on STAAR Math: All Students, White, Economically Disadvantaged, Continuously Enrolled, and Non-continuously Enrolled. **Root Cause:** There are fewer math interventionists in K-8 than reading interventionists.

**Problem Statement 5:** Specific student groups did not meet the state target in the Closing the Gaps domain for student achievement on STAAR: All Students, White, Two or More Races, English Learners, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** Tier II and Tier III instruction has not been consistent in K-8 to help students close the gaps in literacy and math.

#### Student Learning

**Problem Statement 1:** There are significant gaps in math and reading in all student groups, including Hispanic, White, Economically Disadvantaged, Special Ed, Continuously Enrolled, and Non-Continuously Enrolled. **Root Cause:** There has been a lack of vertically-aligned, consistent interventions in K-8.

**Problem Statement 2:** Only 57% of students passed the STAAR social studies test in 8th grade. **Root Cause:** Instruction was not aligned to TEKS.

**Problem Statement 3:** Only 66% of students grew a year academically in reading and math. **Root Cause:** Tier I instruction in reading and math lacks time and support.

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The CNA was developed by looking at the 2019 TAPR. Problem statements and root causes are documented in the CIP.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The campus improvement committee meets regularly with appropriate stakeholders to discuss, evaluation, and take action on items that will impact school improvement.

### **2.2: Regular monitoring and revision**

The CIP and CNA are monitored as part of formative assessments 3 times a year. Revisions are made as needed, and a new CIP and CNA are developed annually.

### **2.3: Available to parents and community in an understandable format and language**

Parents and community receive regular notification about student progress in the school during the school year in an language and format that is understandable. The campus plan is posted on the district website, and a copy is available to public upon request.

### **2.4: Opportunities for all children to meet State standards**

RJH is working diligently to tighten the Tier I instruction for all students through curriculum planning and teacher training. Teachers have access to valuable TEKS-based resources that provide engaging learning opportunities for all students to meet state standards.

### **2.5: Increased learning time and well-rounded education**

Instructional minutes are protected for core curricular subjects such as math, reading, science, and social studies. Alternatives to disciplinary removals are being explored by administrators in order to ensure that all students have increased learning time, even when their are violations of the Student Code of Conduct.

### **2.6: Address needs of all students, particularly at-risk**

All students receive high-quality Tier I instruction that meet state standards. At-risk students are identified, served, and monitored to ensure progress toward these standards is expected and maintained.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

A Parent and Family Engagement Policy is developed/revised annually with stakeholder input. A copy is distributed during the enrollment process at the beginning of the school year.

### **3.2: Offer flexible number of parent involvement meetings**

Parent involvement meetings are held periodically throughout the school year as part of CPOC, DEIC, Meet the Teacher, Open House, etc. Most extra-curricular events are open to parents and families.

Due to COVID-19, the number and type of parent involvement meetings will vary during the 20-21 school year, and many will be available virtually. Meetings are offered at different times to accommodate as many families as possible.

## 2020-2021 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Gina Hildebrandt	Principal
Administrator	Amy Holmes	Asst. Principal
Classroom Teacher	Cathy Bishop	Art Teacher
Classroom Teacher	Misty McAree	Math Teacher
Classroom Teacher	Amanda Peebles	Technology Teacher
Classroom Teacher	Jennifer Moore	RLA Teacher
Classroom Teacher	Valerie Coleman	RLA Teacher
Classroom Teacher	Leanne Verner	SPED Teacher
Non-classroom Professional	Missy Caddell	Counselor
Business Representative	Kandi Oakes	Business Owner
Community Representative	Troy Lopez	Bank Manager
Parent	Maria Cook	Parent

# Addendums

**791 PURCHASING  
COOPERATIVE  
BOARD RESOLUTION**

STATE OF TEXAS

FOR: THE REGION 15  
EDUCATION SERVICE  
CENTER

WHEREAS, the Board of Directors of Rains I.S.D., Emory, Texas,  
(Named Public Agency) (City)

pursuant to the authority granted by TEX. GOV'T CODE § 791.001, *et seq.*, desires to participate in the 791 Purchasing Cooperative offered by Region 15 Education Service Center, and in the Opinion that participating in this program will be highly beneficial to the taxpayers through the anticipated savings to be realized.

Therefore, be it RESOLVED that the Rains I.S.D. requests a stated need for  
(Named Public Agency)  
participation in 791 Purchasing Cooperative (791 Coop) whereby Jeff Fisher  
(Name of Authorized Person)

is authorized and directed to sign and deliver any and all necessary requests and documents in connection therewith for and on behalf of Rains I.S.D.  
(Named Public Agency)

I certify that the foregoing is a true and correct original Resolution duly adopted by the Rains I.S.D. and is filed on record at the 791 Coop office.  
(Named Public Agency)

In witness thereof, I have set my hand and signature this   3   day of                     , 20  20  .

By: \_\_\_\_\_  
(Authorized Signature)  
Jeff Fisher  
(Printed Authorized Name)  
Asst. Supt. of Finance  
(Title)

**This legal document will remain current on file until either party severs the agreement.**

**MASTER INTERLOCAL AGREEMENT**  
**BETWEEN REGION 15 EDUCATION SERVICE CENTER (ESC) AND**  
**Rains I.S.D., Emory, TEXAS**

In 1967 the Texas Legislature directed that the State Board of Education provide, by rules and regulations, for the establishment and operation of regional Education Service Centers (ESCs). Chapter 8 of the Texas Education Code, enacted by the 75th Texas Legislature in 1997, specified the following purposes of ESCs: Regional Education Service Centers shall: Enable school districts to operate more efficiently and economically. Region 15 Education Service Center awards contracts for the members of the 791 Purchasing Cooperative under this authority.

**THIS MASTER INTERLOCAL AGREEMENT** ("ILA"), made and entered into pursuant to the Texas Interlocal Cooperation Act, Chapter 791, Texas Government Code (the "Act"), by and between Region 15 Education Service Center, hereinafter referred to as "Region 15 ESC," with its principal place of business: 612 South Irene Street, San Angelo, TX 76903. Region 15 ESC is a lead agency of 791 Purchasing Cooperative, hereinafter referred to as "791 COOP," having its principal place of business at P.O. Box 592867 San Antonio, TX 78259, and Rains I.S.D., a local government, a state agency, or a non-profit corporation created and operated to provide one or more governmental functions and services, hereinafter referred to as "Cooperative Member," having its principal place of business at 1769 W. US Hwy 29, Emory, TX 75440.

**WHEREAS**, Region 15 ESC is Regional Education Service Center of the State of Texas operating under Chapter 8 of the Texas Education Code; and

**WHEREAS**, pursuant to Chapter 8 of the Texas Education Code, Region 15 ESC is authorized to contract with eligible entities to perform governmental functions and services, including the purchase of goods and services; and

**WHEREAS**, in reliance on such authority, Region 15 ESC is a Lead Agency for 791 Coop. Region 15 ESC has instituted a cooperative purchasing program with 791 Purchasing Cooperative, hereinafter referred to as the "791 COOP" under which Region 15 ESC contracts with eligible entities under the Act; and

**WHEREAS**, Cooperative Member has represented that it is an eligible entity under the Act, that its governing body has authorized this Agreement on \_\_\_\_\_ (Date), and that it desires to contract with Region 15 ESC on the terms set forth below;

**WHEREAS**, Master Agreements are made available by Lead Contract Awarding Agency (Region 15 ESC) through the 791 Purchasing Cooperative

**NOW, THEREFORE**, Region 15 ESC and the Cooperative Member do hereby agree as follows:

**ARTICLE 1: LEGAL AUTHORITY**

The Cooperative Member represents and warrants to Region 15 ESC that it is eligible to contract with Region 15 ESC under the Act for the purposes recited herein because it is one of the following: a local government, as defined in the Act (a county, a municipality, a special district, or other political subdivision of the State of Texas or any other state, or a combination of two or more of those entities, a state agency (an agency of the State of Texas as defined in Section 791 of the Texas Government Code, or a similar agency of another state), or a non-profit corporation created and operated to provide one or more governmental functions and services, and it possesses adequate legal authority to enter into this Agreement.

**ARTICLE 2: APPLICABLE LAWS**

Region 15 ESC and the Cooperative Member agree to conduct all activities under this Agreement in accordance with all applicable rules, regulations, and ordinances and laws in effect or promulgated during the term of this Agreement.

**ARTICLE 3: WHOLE AGREEMENT**

This Agreement and any attachments, as provided herein, constitute the complete agreement between the parties hereto, and supersede any and all oral and written agreements between the parties relating to matters herein.

**ARTICLE 4: PERFORMANCE PERIOD**

This Agreement shall be effective when signed by the last party, making this Agreement fully executed and will remain in full force and effect for one (1) year. This Agreement shall automatically renew for successive one-year terms unless sooner terminated in accordance with the provisions of this Agreement. The conditions set forth below shall apply to the initial term and all renewals. Notwithstanding this provision, any party may terminate this Agreement and both parties can agree to amend this agreement as provided in Article(s) 7 or 8.

**ARTICLE 5: SCOPE OF SERVICES**

The Cooperative Member contracts with awarded contract holders for the purchase of certain products and services through the 791 COOP cooperative purchasing program. All purchases hereunder shall be in accordance with Texas statutes and procedures governing competitive bids and competitive proposals and in accordance with specifications and contract terms established by the contract, and at the prices available and published by 791 COOP. Ownership (title) to products purchased through contracts awarded pursuant to the 791 COOP program shall transfer directly from the contractor to the Cooperative Member. Nothing in this Agreement shall prevent the Cooperative Member from purchasing and/or accepting and awarding bids, proposals and contracts subject to this Agreement on its own behalf.

**ARTICLE 6: PAYMENTS**

Upon delivery of goods or services purchased and presentation of a properly documented invoice, the Cooperative Member shall promptly, and in any case within thirty (30) days, pay the vendor and/or contractor the full amount of the invoice. All payments for goods or services will be made from current revenues available to the paying party. In no event shall Region 15 ESC have any financial liability to the Cooperative Member for any goods or services Cooperative Member procures through its cooperative purchasing program.

**ARTICLE 7: CHANGES AND AMENDMENTS**

This Agreement may be amended only by a written amendment executed by both parties, except that any alternations, additions, or deletions to the terms of this Agreement which are required by changes in Federal and State law or regulations are automatically incorporated into this Agreement without written amendment hereto and shall become effective on the date designated by such law or regulation. Region 15 ESC reserves the right to make changes in the scope of products and services offered through the 791 COOP program to be performed hereunder. Amendments shall be labeled numerically as Amendment #1, #2, and succeeding numbers as necessary.

**ARTICLE 8: TERMINATION PROCEDURES**

Region 15 ESC or the Cooperative Member may cancel this Agreement at any time upon thirty (30) days written notice by certified mail to the other party to this Agreement. The obligations of the Cooperative Member, including obligations to pay any vendor or contractor for all goods and/or services purchased under this Agreement, shall survive such cancellation, as well as any other obligation incurred under this Agreement, until performed or discharged by the Cooperative Member.

**ARTICLE 9: SEVERABILITY**

All parties agree that should any provision of this Agreement be determined to be invalid or unenforceable, such determination shall not affect any other term of this Agreement, which shall continue in full force and effect.

**ARTICLE 10: FORCE MAJEURE**

To the extent that either party to this Agreement shall be wholly or partially prevented from the performance within the term specified of any obligation or duty placed on such party by reason of or through strikes, stoppage of labor, riot, fire, flood, acts of war, pandemic, insurrection, accident, order of any court, act of God, or specific cause reasonably beyond the party's control and not attributable to its neglect or nonfeasance, in such event, the time for the performance of such obligation or duty shall be suspended until such disability to perform is removed; provided, however, force majeure shall not excuse an obligation solely to pay funds.

**ARTICLE 11: CONSENT TO SUIT**

Nothing in this Agreement will be construed as a waiver or relinquishment by either party of its right to claim such exemptions, privileges and immunities as may be provided by law.

**ARTICLE 12: LIMITATION OF LIABILITY**

**WITHOUT LIMITING THE GENERALITY OF THE FOREGOING, BOTH PARTIES: REGION 15 AND 791 COOP; EXPRESSLY DISCLAIM ALL EXPRESS OR IMPLIED REPRESENTATIONS AND WARRANTIES REGARDING ANY PRODUCT, MASTER AGREEMENT AND COOP CONTRACT. THE 791 PURCHASING COOPERATIVE PARTIES SHALL NOT BE LIABLE IN ANY WAY FOR ANY SPECIAL, INCIDENTAL, INDIRECT, CONSEQUENTIAL, EXEMPLARY, PUNITIVE, OR RELIANCE DAMAGES, EVEN IF THE 791 PURCHASING COOPERATIVE PARTIES ARE ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. FURTHER, THE PROCURING PARTY ACKNOWLEDGES AND AGREES THAT THE 791 PURCHASING COOPERATIVE PARTIES SHALL HAVE NO LIABILITY FOR ANY ACT OR OMISSION BY A SUPPLIER OR OTHER PARTY UNDER A MASTER AGREEMENT OR COOP CONTRACT.**

**ARTICLE 13 MISCELLANEOUS**

- a) The Cooperative Member hereby acknowledges and agrees that it is their intent of the parties that all provisions of this Agreement and that Contract Awarding Agency' participation in the program described herein comply with all applicable laws, including but not limited to the requirements of 42 C.F.R. § 1001.952(h), as may be amended from time to time. The Cooperative Member further acknowledges and agrees that they are solely responsible for their compliance with all applicable "safe harbor" regulations, including but not limited to any and all obligations to fully and accurately report discounts and incentives.
- b) This Agreement has been made under and shall be governed by the laws of the State of Texas. Venue and jurisdiction of any suit or cause of action arising under, or in connection with, this Agreement shall lie exclusively in Tom Green County, Texas.
- c) The persons executing this Agreement hereby represent that they have authorization to sign on behalf of their respective entities.
- d) This Agreement and the rights and obligations contained herein may not be assigned by either party without the prior written approval of the other party to this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their authorized officers the day and year first above written.

**[SIGNATURE PAGE IMMEDIATELY FOLLOWING]**

**SIGNATURE PAGE**

**REGION 15 ESC**

Lead Agency

By: \_\_\_\_\_  
Signature of REGION 15 ESC

\_\_\_\_\_  
Name and Title

Date: \_\_\_\_\_

325-658-6571 \_\_\_\_\_  
Telephone

\_\_\_\_\_  
E-mail Address

P. O. Box 5199 \_\_\_\_\_  
Mailing Address

San Angelo, TX 76902-5199 \_\_\_\_\_  
City, State, ZIP Code

**791 Purchasing Cooperative**  
**(Administration Purposes)**

By: \_\_\_\_\_  
Signature of 791 Coop Program Manager

\_\_\_\_\_  
Name of 791 Coop Program Manager

Date: \_\_\_\_\_

\_\_\_\_\_  
Name of Cooperative Member

P. O. Box 593867 \_\_\_\_\_  
Mailing Address

San Antonio, TX 78259 \_\_\_\_\_  
City, State, ZIP Code

210-255-3596 \_\_\_\_\_  
Telephone

\_\_\_\_\_  
E-mail Address

\_\_\_\_\_  
Name of Cooperative Member

By: \_\_\_\_\_  
Signature of Chief Elected Official or Designee

\_\_\_\_\_  
Name of Chief Elected Official or Designee

\_\_\_\_\_  
Title of Chief Elected Official or Designee

Date: \_\_\_\_\_

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
City, State, ZIP Code

\_\_\_\_\_  
Name of Primary Contact Person

\_\_\_\_\_  
Title of Primary Contact Person

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
City, State, ZIP Code

\_\_\_\_\_  
E-mail Address

# Master Intergovernmental Cooperative Purchasing Agreement

(Master IGCPA)

This agreement is made between a government agency that executes a Lead Agency Agreement ("Lead Agency") to be appended and made a part hereof and other public agencies ("Participating Public Agencies") that register with 791 Purchasing Cooperative ("791COOP") or otherwise execute a Master Intergovernmental Cooperative Purchasing Agreement to be appended and made a part hereof.

## Recitals

**WHEREAS**, after a competitive solicitation and selection process by Lead Agency, in compliance with their own policies, procedures, rules and regulations, a number of Vendors have entered into Master Agreements to provide a variety of goods, products and services based on national volumes (herein "Products");

**WHEREAS**, Master Agreements are made available by Lead Agency through 791COOP and provide that Participating Public Agencies may purchase Products on the same terms, conditions and pricing as the Lead Agency, subject to any applicable local purchasing ordinances and the laws of the State of purchase;

**NOW, THEREFORE**, in consideration of the mutual promises contained in this agreement, and of the mutual benefits to result, the parties agree as follows:

1. That each party will facilitate the cooperative procurement of Products.
2. That the procurement of Products subject to this agreement shall be conducted in accordance with and subject to the relevant statutes, ordinances, rules and regulations that govern each party's procurement practices.
3. That the cooperative use of bids obtained by a party to this agreement shall be in accordance with the terms and conditions of the bid, except as modification of those terms and conditions is otherwise allowed or required by applicable law.
4. That the Lead Agencies will make available, upon reasonable request and subject to convenience, information which may assist in improving the procurement of products by the Participating Public Agencies through 791COOP.
5. That a procuring party will make timely payments to the Vendor for Products received in accordance with the terms and conditions of the procurement. Payment for Products and inspections and acceptance of Products ordered by the procuring party shall be the exclusive obligation of such procuring party. Disputes between procuring party and Vendor are to be resolved in accord with the law and venue rules of the State of purchase.
6. The procuring party shall not use this agreement as a method for obtaining additional concessions or reduced prices for similar products or services.
7. The procuring party shall be responsible for the ordering of Products under this agreement. A non-procuring party shall not be liable in any fashion for any violation by a procuring party, and the procuring party shall hold non-procuring party harmless from any liability that may arise from action or inaction of the procuring party.
8. This agreement shall remain in effect until termination by a party giving 30 days written notice to the other party. The provisions of paragraphs 5, 6 and 7 hereof shall survive any such termination.
9. This agreement shall take effect after execution of a Lead Agency Agreement or Participating Public Agency Agreement, as applicable.

**SIGNATURE PAGE IMMEDIATELY FOLLOWING**

# Master Intergovernmental Cooperative Purchasing Agreement

(Master IGCPA)

## SIGNATURE PAGE

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

\_\_\_\_\_  
(Participating Member)

By:

\_\_\_\_\_  
(Signature Authority)

\_\_\_\_\_  
(Name of Signatory)

\_\_\_\_\_  
(Title of Signatory)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
Signatory Address (City, State, Zip)

\_\_\_\_\_  
(Contact Person)

\_\_\_\_\_  
Contact Address (City, State, Zip)

\_\_\_\_\_  
Contact Email Address

\_\_\_\_\_  
Contact Phone Number

\_\_\_\_\_  
(Date)

# WAG Report FY 2020-21

	ADA	WADA	
<b>Budget Revenue 8/19</b>	1580	2332	\$ 17,535,625
Current estimated ADA variance	0		
WADA Variance from budget		0	\$ -
			\$ -
			\$ -
			\$ -
<b>Projected Revenue</b>			<b>\$ 17,535,625</b>
<hr style="border-top: 1px dashed black;"/>			
<b>Budget Expenditures adopted 8/19</b>			\$ 17,535,625
<i>To date adjustments</i>			
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
To date adjustments			\$ -
<b>Projected Expenditures</b>			<b>\$ 17,535,625</b>
<hr style="border-top: 1px dashed black;"/>			
<b>Fund Balance</b>			
<b>August 31, 2019 Fund Balance per Audit</b>			\$ 2,542,317
Unaudited adjustment per books			\$ -
<b>August 31, 2019 Fund Bal after Commitments</b>			<b>\$ 2,542,317</b>
			\$ -
			\$ -
<b>Projected change in Fund Balance</b>			<b>\$ -</b>
<b>Projected Fund Balance as of 8-31-2020</b>			<b>\$ 2,542,317</b>
State Minimum Recommended			\$ 2,769,271
State Maximum Recommended			\$ 4,153,906

10/8/2020 These numbers assume 100% of the budget is spent and all budget assumptions are 100% accurate. It does not include accruals or any state adjustments from prior years and should not be compared to year end Audit numbers.

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
38686	RAINS ISD FOOD SERVI	forks-spoons-knives for teacher workroom-Elementary	10/07/2020	09/01/2020	44.33
38687	KANDI OAKS DBA CIRCL	JH CHEER CLOTHING FOR COLD WEATHER	10/16/2020	09/27/2020	812.00
38688	FIELDHOUSE SPORTS	REFERENCE PO 6652001127 BASEBALL CLOTHING	10/16/2020	09/01/2020	886.00
38689	ALBERT, SARAH	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	10.00
38690	ALDERSON, JAMES JR.	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	25.75
38691	ALIFF, RAQUEL	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	67.00
38692	ARTHUR, AMANDA	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	34.00
38693	BEARDEN, HAILEY	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	29.00
38694	BELL, AMANDA	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	67.00
38695	BETTIS, JANET	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	53.25
38696	BEVANS, LAURA	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	67.00
38697	BLACK, TIMBER	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	3.00
38698	BURT, MICHAEL	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	16.50
38699	CAMPBELL, JASON	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	34.50
38700	CHAMNESS, LINDSAY	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	12.25
38701	CHEERLEADING COMPANY	JV cheer shoes, warmups, bloomers, and backpacks Deposit to be made	10/23/2020	10/08/2020	2,479.06
38702	CHILCOAT, STEPHANIE	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	7.00
38703	KANDI OAKS DBA CIRCL	Varsity and JV Pink out shirts and bows, backpack monogramming, leggings, sweatshirts, jackets, gloves, ear warmers/headbands & monogramming (Deposit to be made)	10/23/2020	10/09/2020	1,811.00
38704	CORTES, ARMANDO SR.	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	17.00
38705	COUNTRY FLOWERS & GI	Homecoming roses, sashes, bouquets	10/23/2020	09/03/2020	215.00
38706	DHESI, JAGTAR	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	19.00
38707	DROWN, MARLEE	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	14.00
38708	FULLER, TIMOTHY	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	8.00
38709	HOWARD-GASTON, JENNI	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	7.00
38710	JONES, SARAH	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	34.00
38711	JUAREZ, TERESA	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	61.50
38712	KIRBY, CECILY	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	26.00
38713	KOERNER, KATHERINE	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	7.00
38714	LANCE, JONATHAN	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	15.00
38715	LANCE, TANYA	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	13.75
38716	MULLIGAN, BRITNEY	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	67.00
38717	PEREZ, JUANA	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	67.00
38718	PRINZ, DANIEL	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	12.00
38719	RODRIGUEZ, ANNABEL	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	1.50
38720	SAMS CLUB DIRECT	SAM'S CLUB - SNACK CABINET AND LOUNGE SUPPLIES - PLATES, BOWLS, NAPKINS, UTENSILS, SNACKS, CANDY - REQUESTED BY RENEE DUDLEY - APPROVED BY JC VANCE	10/23/2020	10/21/2020	305.96
38721	SATTERWHITE, MARLEE	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	7.00
38722	STOCKTON, REBECCA	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	23.00
38723	TAPP, DESIREE	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	67.00
38724	TUPY, ASHLEY	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	39.00
38725	WALLACE, AMY	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	1.00
202100082	GANDY INK	Neck Gaiters	10/23/2020	10/02/2020	662.50
202100083	MOULDER, JAYLA	REFUND FOR SKY RANCH FIELD TRIP 2019-2020	10/23/2020	10/23/2020	6.50
59994	A R TACTICAL PLUMBIN	INV #9292020 REPAIRED HOT WATER HEATER IN HOME ETC ROOM - MAINT DEPT	10/07/2020	09/29/2020	250.74
59995	ADVANTAGE COPY SYSTE	Color copies for elementary 8-12 to 9-11	10/07/2020	09/15/2020	346.25
59996	ALERT SERVICES INC	ATHLETIC TRAINER SUPPLY ORDER QUOTE #37405	10/07/2020	09/04/2020	451.40
59997	BRITTON, ANTONIO	REIMB FINGERPRINTING, DRUG SCREEN AND BASIC PHYSICAL	10/07/2020	09/23/2020	164.26
59998	BROWN, SHANNON	Physical Therapy Svcs. for Sept. 2020 for	10/07/2020	10/05/2020	1,610.00

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		implementation of IEP goals/obj.; Details on file in District SpEd Office			
59999	ByteSpeed LLC	2 - Bytespeed Value Mini desktop computers for the PEIMS office, with processor, memory, Windows, keyboard, mouse, cables, 5 year warranty and monitor with 3 year warranty	10/07/2020	09/14/2020	2,198.00
60000	CDW-G	Toner for Elementary Library printers-Quote1C2MJ5Q	10/07/2020	09/23/2020	204.64
60001	COCA-COLA S.W. BEVER		10/07/2020	09/30/2020	376.20
60002	COMPLETE SUPPLY INC	INV #243883 TIZER SANITIZING WIPES 12/CS (FOR BUS BARN) - TRANSPORTATION DEPT	10/07/2020	09/29/2020	189.60
	COMPLETE SUPPLY INC	CLEANING REFILL WIPES 6" X 9"; 22 PERFORATED ROLLS/60 WIPES; INVOICE #242143 - COVID SUPPLY	10/07/2020	09/03/2020	940.00
60003	D.H. PACE CO., INC	INV #SMINV256529 MULTI-SIZED SURFACE COLSER DIV HARDWARE, ITMGRP HARDWARE; FRT CHARGES - MAINT DEPT	10/07/2020	09/21/2020	830.00
60004	DUKO OIL COMPANY	INV #196244 DYED DIESEL RDD; CHEVRON DELO 400 15W40 OIL - TRANSPORTATION DEPT	10/07/2020	09/22/2020	2,563.88
60005	EUSTACE ISD	CROSS COUNTRY MEET@ EUSTACE ISD ON 10/8/2020- REQUESTED BY LAURA JENKINS KB	10/07/2020	10/06/2020	225.00
	EUSTACE ISD	CROSS COUNTRY MEET@ EUSTACE ISD ON 10/8/2020- REQUESTED BY LAURA JENKINS KB	10/08/2020	10/06/2020	-225.00
60007	GREENVILLE SUPPLY CO	519675,519704,519922,519925 INV #519675 NITRO EXCHANGE; SWOOSH CART; PRO TREAT PAN TABS; CAPACITOR 40+5; CAPACITOR 10; CAPACITOR 7.5 - A/C MAINT DEPT INV #519704 PAN PILLS - N/C INV #519922 FREON - TRANSPORTATION DEPT INV #519925 R-407C REFREGERANT; B-TANK WITH GAS; BLACK WIRE TIES; CREDIT FOR B-TANK WITHOUT GAS - A/C MAINT DEPT	10/07/2020	09/10/2020	990.39
	GREENVILLE SUPPLY CO	VENT-A-HOOD INTERMEDIATE KITCHEN	10/07/2020	09/18/2020	393.45
	GREENVILLE SUPPLY CO	SUPPLIES FOR DISTRICT WATER FOUNTAIN TO ACCOMMODATE BOTTLE REFILL	10/07/2020	09/03/2020	7,924.78
60008	HARDY, COOK & HARDY,	Professional Services for September 2020 and Monthly Retainer.	10/07/2020	10/01/2020	240.00
60009	BRAMDAK DBA INTERQUE	K-9 SNIFF 09-15-20; HALF DAY SERVICE	10/07/2020	09/30/2020	350.00
60011	J & R AUTO SUPPLY	INV #99941 WIX 51460 OIL FILTER; WIX 33196 FUEL FILTER FOR TRACTOR - GROUNDS DEPT	10/07/2020	09/21/2020	33.90
	J & R AUTO SUPPLY	INV #100034 HI-POWER II V-BELTS FOR INTERMEDIATE LIBRARY - MAINT DEPT INV #100297 ABRASIVE PROD; BONDO FIBERGLASS RES (BUS #9) - TRANSPORTATION DEPT INV #100311 LIQUID HARDEREN 40CC (BUS #9); BONDO BPDY FILLER -26 (BUS #9); SWC/HFC/PLEATED BLAC STEERING WHEEL COVER FOR #36 - TRANSPORTATION DEPT	10/07/2020	09/25/2020	104.93
60012	KURZ & CO.		10/07/2020	09/30/2020	62.97
60013	Lions Club Emory	Emory Lions Club Superintendent Membership Dues - 2020	10/07/2020	10/05/2020	360.00
60014	MAILBOX EXPRESS	MAIL BOX EXPRESS -POSTAGE TO SEND FOOTBALL TICKETS TO POTTSBORO FOR RAINS VS POTTSBORO GAME- REQUESTED BY RANDY BARNES KB	10/07/2020	09/22/2020	12.08
60015	MT VERNON ISD	MT. VERNON ISD FOOTBALL TICKETS SOLD KB	10/07/2020	09/25/2020	1,670.00
60016	NIMCO	Red Ribbon Week Supplies- bracelets, buttons, stickers- Elementary Counselor	10/07/2020	09/23/2020	392.18
60017	O'Reilly Auto Parts	INV #5658-262162 TRANSMISSION FLUID (VEH #38) - MAINT DEPT	10/07/2020	09/21/2020	13.98

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
60018	PEOPLES COMMUNICATIO	MO SER FOR OCT 2020	10/07/2020	10/06/2020	1,565.86
60019	POTTS GAS COMPANY	INVOICE 200787; GAS FOR MAINT BLDG ON HALL PROPERTY; ACCOUNT #308702	10/07/2020	09/29/2020	161.25
	POTTS GAS COMPANY	POTTS GAS CO: INVOICE #200732 ACCOUNT #308703 PROPANE	10/07/2020	09/26/2020	913.75
60020	QUILL CORPORATION	INV #10012020 1/2" Tze-231 2/PK LABELING TAPE - OPERATIONS DEPT	10/07/2020	10/01/2020	16.61
60021	RAINS ISD FOOD SERVI	FOOD FOR CUSTODIAN / MAINTENANCE APPRECIATION DAY - REQUESTED BY KAREN BRIMER KB	10/07/2020	10/02/2020	264.00
60022	SCHOLASTIC MAGAZINE	Scholastic classroom magazine "Let's Find Out, Scholastic News 1 & 2, for Kinder, 1st and 2nd.	10/07/2020	09/29/2020	2,631.09
60023	TASA	TASA MEMBERSHIP/ TCWSE MEMBERSHIP RENEWAL FOR 2020-2021 -REQUESTED BY RACHEL TRAYLOR KB	10/07/2020	10/02/2020	299.00
60024	TEACHTOWN	Social, emotional learning to meet the needs of students with special needs as well as IEP goals/obj. G1; Obj. 1.4, 1.6	10/07/2020	09/25/2020	717.00
60025	Texas Skyward User G	INVOICE #TSUG20-102020-0637-0649; TSUG REGISTRATION 2020 J. FISHER	10/07/2020	10/05/2020	175.00
60026	TEXAS DEPT OF LICENS	Cosmetology License	10/07/2020	10/06/2020	300.00
60027	THE HOME DEPOT PRO		10/07/2020	09/30/2020	422.12
	THE HOME DEPOT PRO	INV #574024923 32OZ TALL WHT FOAM CUPS - OPERATIONS DEPT	10/07/2020	09/21/2020	59.64
60028	TURBEVILLE, ALLYSON	Boom Cards Ultimate Membership. Online resources for remote online learners	10/07/2020	09/22/2020	35.00
60030	TURNER HOLDINGS DBA		10/07/2020	09/30/2020	257.26
	TURNER HOLDINGS DBA		10/07/2020	09/30/2020	351.38
	TURNER HOLDINGS DBA		10/07/2020	09/30/2020	210.51
	TURNER HOLDINGS DBA		10/07/2020	09/30/2020	267.26
	TURNER HOLDINGS DBA		10/07/2020	09/30/2020	166.51
	TURNER HOLDINGS DBA		10/07/2020	09/30/2020	141.75
	TURNER HOLDINGS DBA		10/07/2020	09/30/2020	187.01
	TURNER HOLDINGS DBA		10/07/2020	09/30/2020	68.75
60031	VERIZON WIRELESS	AUG 20 - SEPT 19, 2020; INVOICE 9863136252	10/07/2020	09/19/2020	75.98
60032	WATER EVENT-PURE WAT	SEPT 2020 INVOICE #214351	10/07/2020	09/15/2020	33.00
60033	YOUTHLIGHT	Books for elementary counselors office- Hocus Pocus Learn to Focus and Creative Approaches to Focus.	10/07/2020	09/29/2020	60.85
60034	YUMI ICE CREAM CO.,		10/07/2020	09/30/2020	514.08
	YUMI ICE CREAM CO.,		10/07/2020	09/30/2020	324.96
	YUMI ICE CREAM CO.,		10/07/2020	09/30/2020	315.84
60035	EUSTACE ISD	CROSS COUNTRY MEET@ EUSTACE ISD ON 10/8/2020- REQUESTED BY LAURA JENKINS KB	10/08/2020	10/06/2020	225.00
60036	ATMOS ENERGY	ACCTS: 3019692360, 3029420269, 3019692191 MO SERV FROM 09-10 TO 10-08-20	10/16/2020	10/08/2020	651.01
60037	BURMAX CO., INC.	Cosmo supplies for the school year	10/16/2020	09/29/2020	3,584.48
60038	COMPLETE SUPPLY INC	INV 243732 - COMPLETE SUPPLY - ANTIMICROBIAL FOAM HAND SOAP - CUSTODIAL SUPPLIES	10/16/2020	09/23/2020	629.65
	COMPLETE SUPPLY INC	INV 244496 - COMPLETE SUPPLY - ANTIMICROBIAL FOAM HAND SOAP - CUSTODIAL SUPPLIES	10/16/2020	10/01/2020	899.50
60039	CUSTOM VENTURES, INC	INV #20200990 ANNUAL TESTING - BACKFLOW PREVENTOR ASSY - (2" DIAMETER & SMALLER); ANNUAL TESTING - BACKFLOW PREVENTOR ASSY - (OVER 2" IN DIAMETER) - OPERATIONS DEPT	10/16/2020	09/25/2020	600.00
60040	FORTE FROZEN		10/16/2020	10/14/2020	231.52
60041	HEINEMANN	Leveled Literacy Intervention Blue 2nd edition and Gold levels O-T	10/16/2020	09/24/2020	12,583.83

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60042	Hooten's Lawn & Tree	INV #24407 INSTALL MULCH IN PLAYGROUND AREAS AT SCHOOL - GROUNDS DEPT	10/16/2020	10/05/2020	450.00
60044	HUNT REGIONAL MEDICA	INV 48362C9148 - HUNTRREGIONALMEDICALPARTNERS - PHYSICALS FOR EMPLOYEES - ROSALINDA MOLINA, BRITTANY ROPER, SAMMY PAGE - FOOD SERVICE & MAINT	10/16/2020	10/01/2020	210.00
	HUNT REGIONAL MEDICA	INV 47205C9148 - HUNT REGIONAL MEDICAL PARTNERS - EMPLOYEE PHYSICALS DIANA BRUBAKER, BRITTANY CRAWFORD, LEE ANN DECKER - FOOD SERVICE AND CUSTODIAL	10/16/2020	09/01/2020	210.00
60045	J & R AUTO SUPPLY	INV #100897 OIL DRAIN PLUG (BUS #30 & 31) - TRANSPORTATION DEPT INV #100588 HI-BUILD 2-IN-1 FILL PRIMER (BUS #9) - TRANSPORTATION DEPT INV #09302020 FINANCE CHARGES - TRANSPORTATION DEPT	10/16/2020	09/30/2020	16.28
60046	NATUS MEDICAL INCORP	Audiometer Calibrations	10/16/2020	09/30/2020	384.00
60047	Phonak LLC	Audio equipment for L.M. to provide implementation of IEP goals/obj.	10/16/2020	10/06/2020	69.99
60048	POTTS GAS COMPANY	INV 253846 - POTTS GAS CO, INC - PROPANE - FOR FLOOR BUFFER - CUSTODIAL DEPT	10/16/2020	09/22/2020	34.00
60049	SHI-GOVERNMENT SOLUT	Microsoft Windows Licensing fore servers, pcs, antivirus protection & Microsoft Office 365 Plus Licensing. SHI Government Solutions Quote #19478370	10/16/2020	10/06/2020	12,335.40
60050	TEXAS EDUCATIONAL TH	TEXAS EDUCATIONAL THEATRE FEST CONVENTION	10/16/2020	10/15/2020	100.00
	TEXAS EDUCATIONAL TH	TEXAS EDUCATIONAL MEMBERSHIP	10/16/2020	09/01/2020	60.00
60052	THE HOME DEPOT PRO	INV 571631274 - THE HOME DEPOT PRO - RENOWN TOWEL PAPER ROLL, SINGLE ROLL BATH TISSUE 2PLY, TRASH LINER 33 X 39, TRASH LINERS 24 X 32, TRASH LINER 38 X 58, STANI BAG 17 X 17 - CUSTODIAL SUPPLIES	10/16/2020	09/08/2020	4,260.80
	THE HOME DEPOT PRO	INV 572702090 - HOME DEPOT PRO - BROWN ROLL REOWN PAPER TOWEL, URINAL SCREEN APPLE SPICE - CUSTODIAL SUPPLIES	10/16/2020	09/14/2020	1,168.79
60054	TURNER HOLDINGS DBA		10/16/2020	10/14/2020	268.38
	TURNER HOLDINGS DBA		10/16/2020	10/14/2020	257.26
	TURNER HOLDINGS DBA		10/16/2020	10/14/2020	198.76
	TURNER HOLDINGS DBA		10/16/2020	10/14/2020	198.88
	TURNER HOLDINGS DBA		10/16/2020	10/14/2020	130.51
	TURNER HOLDINGS DBA		10/16/2020	10/14/2020	155.25
	TURNER HOLDINGS DBA		10/16/2020	10/14/2020	57.76
	TURNER HOLDINGS DBA		10/16/2020	10/14/2020	209.50
60055	WATER EVENT-PURE WAT	OCT 2020 INVOICE #264860	10/16/2020	10/13/2020	7.50
60056	BOOKSOURCE	TEKS Independent Reading Level Collections, Quote Q61893	10/16/2020	08/31/2020	5,520.21
60057	HEINEMANN	Fountas Guided Reading materials for grades 2-5 - Quote #5640696	10/16/2020	08/31/2020	20,844.60
60058	OFFICE BARN	Office Barn, Tyler: Office chairs for K. Taylor, P. Gilliard, H. Wasson, and C. Moczygemba.	10/16/2020	08/31/2020	644.40
60059	RAINS ISD FOOD SERVI	PRE-K SNACKS AUGUST 2020; INVOICE 5775808	10/16/2020	08/31/2020	294.72
60060	REGION 7 EDUCATION S	INV #081490 - REGION 7 - 8 HOUR BUS CERTIFICATION COURSE ONLINE - STEVEN HODGE - TRANSPORTATION DEPT	10/16/2020	08/31/2020	60.00
60061	SAVVAS LEARNING CO L	College Math 1314 textbook online subscriptions for 22 students. ISBN number 9780321600554	10/16/2020	08/31/2020	484.00
60062	TEACHER'S DISCOVERY	Voces ESL/ELD Digital Resource for ESL 2-4. 1 year subscriptions for Teacher and Students at JH.	10/16/2020	08/31/2020	475.00

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60063	Western Psychologica	Evaluation protocol to identify strengths/weaknesses in 5 key areas; caseload management	10/16/2020	08/31/2020	359.10
60064	KANDI OAKS DBA CIRCL	CROSS COUNTRY QUOTE #10213; PRINT ON CINCH BAGS AND JERSEYS	10/16/2020	08/31/2020	301.00
60065	ADVANTAGE COPY SYSTE	BASIC CONTRACT PRICE OCT 2020	10/23/2020	10/20/2020	1,500.00
60066	ALERT SERVICES INC	SUPPLIES FOR ATHLETIC TRAINER - REQUESTED BY CHASE STOLTENBERG KB	10/23/2020	10/01/2020	735.55
	ALERT SERVICES INC	SUPPLIES FOR ATHLETIC TRAINER - REQUESTED BY CHASE STOLTENBERG KB	10/23/2020	10/14/2020	129.50
60067	ByteSpeed LLC	ByteSpeed - Computers and monitors for the front office - requested by JC Vance	10/23/2020	10/09/2020	2,198.00
60068	KANDI OAKS DBA CIRCL	LINEMEN TEES - REQUESTED BY RANDY BARNES KB	10/23/2020	09/27/2020	112.00
	KANDI OAKS DBA CIRCL	QUOTE #10225; VOLLEYBALL JERSEYS - PRINT ONLY	10/23/2020	09/27/2020	380.00
60069	CITY OF EMORY	SERV THRU OCT 2020	10/23/2020	10/23/2020	8,412.61
60070	CLIMATEC	INV #975006887 SYSTEM SPECIALIST 2; MILEAGE TROUBLE SHOT & REPAIRED CONTROLLER - NOT WORKING - JUST INSTALLED AT THE INTERMEDIATE - MAINT DEPT	10/23/2020	10/13/2020	616.00
60071	COMMERCE ISD	CROSS COUNTRY TRACK MEET - REQUESTED BY LAURA JENKINS KB	10/23/2020	10/17/2020	200.00
60072	TEXAS DEPT. OF PUBLI	Name-based CH Checks & Clearinghouse Subscriptions Inv. CRS-202009-200665 -- 09/01/2020-09/30/2020	10/23/2020	09/30/2020	34.00
60073	EVANS, MADALYN	Meal Money for UIL Congress (3 students @ \$15 and 1 Adult @ \$25)	10/23/2020	10/23/2020	70.00
60074	FIELDHOUSE SPORTS	SUPPLIES FOR JH VOLLEYBALL; QUOTE 09-01-20	10/23/2020	10/09/2020	993.00
	FIELDHOUSE SPORTS	QUOTE FOR VOLLEYBALL UNIFORMS	10/23/2020	10/09/2020	2,493.00
60075	FORTE FROZEN		10/23/2020	10/20/2020	114.95
60076	HOWE ISD	FOOTBALL TICKETS SOLD FOR HOWE ISD FOR FOOTBALL GAME ON 10/9/10	10/23/2020	10/09/2020	128.00
60077	LAFON, RHONDA	JV cheer Meal money for Nov 5	10/23/2020	10/23/2020	85.00
60078	LEE, TONI	lolite alto saxophone (used instrument to add to inventory)	10/23/2020	10/06/2020	200.00
60079	LINDALE ISD	UIL Congress Registration Fee	10/23/2020	10/23/2020	200.00
60080	Magazine Subscription	Magazine subscription for high school	10/23/2020	10/12/2020	530.77
60081	MAGNEGAS WELDING SUP	INV #00044445 CYLINDER RENTAL (BUS BARN) - TRANSPORTATION DEPT	10/23/2020	09/30/2020	11.40
	MAGNEGAS WELDING SUP	INV #00036129 OXY200 CYLINDER RENTAL - TRANSPORTATION DEPT	10/23/2020	10/23/2020	11.16
60082	MAILBOX EXPRESS	MAIL BOX EXPRESS - MAIL HEADSETS TO PORTA PHONE FOR REPAIR - REQUESTED BY RANDY BARNES KB	10/23/2020	09/18/2020	146.51
60083	Marakbiz, LLC	Required updates for SpEd operating guidelines for compliance program	10/23/2020	10/15/2020	500.00
60084	MARCHING 365, INC	2nd half of total fee for 2020 marching show drill design	10/23/2020	09/29/2020	1,000.00
60085	MASTER AUDIO VISUALS	Maxell LCD Projector 3700 Ansi Lumen XGA PO 4532000017 placed in the wrong fiscal year	10/23/2020	10/13/2020	1,085.00
60086	MESQUITE ISD	Entry fee for Mesquite Marching Festival (11/07)	10/23/2020	10/23/2020	350.00
60087	MINEOLA ISD	Entry fee for 2020 Mineola Marching Festival	10/23/2020	10/05/2020	350.00
60088	O'NEAL, SHALA	Off home campus visit for implementation of IEP goals/obj. for October 2020; G1:12	10/23/2020	10/05/2020	200.56
60089	RAINS CNTY TAX ASSES	INV #10202020 REGISTRATION RENEWAL FOR: BUS #1 VIN #4DRBUC8N9JB169370; BUS #5 VIN 4DRBUAAN6DB324038; BUS #6 VIN 4DRBUAAN3DB324000; SUB #23 VIN #1GNSCHEO6ER181333; SUB #33 VIN	10/23/2020	09/30/2020	96.00

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		#1GNEC16Z92J111420; VEH #38 VIN			
		#3D7KR28C46G258802; VEH #42 VIN			
		#1GYHC39N2SE507966 - TRANSPORTATION DEPT			
60090	REGION 20, DKC HELP	Webinars covering legal updates to maintain compliance with Special Education	10/23/2020	10/16/2020	75.00
60091	SCANTRON CORP	Report card paper for elementary	10/23/2020	10/16/2020	480.80
60092	SOUTHERN TIRE MART,	INV #4170025275 11R22.5/16 M514 AP EPA	10/23/2020	09/30/2020	2,600.00
		TOYO548310 TIRES - TRANSPORTATION DEPT			
60094	TERMINIX INTERNATION	401096654,401096561,401096491,401096414 INV	10/23/2020	09/30/2020	260.00
		#401096654 OCTOBER -PEST CONTROL ELEMENTARY			
		KITCHEN W/O #17406784838 - OPERATIONS DEPT INV			
		#401096561 OCTOBER - PEST CONTROL INTERMEDIATE			
		KITCHEN W/O #17406793172 - OPERATIONS DEPT INV			
		#401096491 OCTOBER - PEST CONTROL JR. HIGH			
		KITCHEN W/O #17406815451 - OPERATIONS DEPT INV			
		#401096414 OCTOBER - PEST CONTROL HIGH SCHOOL			
		KITCHEN W/O #17406827057 - OPERATIONS DEPT			
60095	THE HOME DEPOT PRO	576939037,578205478,577396344 INV #10052020	10/23/2020	10/07/2020	861.00
		16X18X1 PLEATED AIR FILTER MERV 8; 20X20X1			
		PLEATED AIR FILTER MERV 8; 16X25X1 PLEATED AIR			
		FILTER MERV 8; 20X25X1 PLEATED AIR FILTER MERV 8;			
		16X20X1 PLEATED AIR FILTER MERV 8 - MAINT DEPT			
60096	UIL REGION 3 MUSIC	UIL Region Marching Contest Entry Fee	10/23/2020	10/23/2020	475.00
60097	UT HEALTH PHYSICIANS	INV #605560249 DOT PHYSICAL FOR MATT BROWNLOW	10/23/2020	09/30/2020	105.00
		- TRANSPORTATION DEPT			
60098	WHATABURGER	MEAL FOR CROSS COUNTRY MEET AT EUSTACE ON	10/23/2020	10/08/2020	118.07
		10/8/2020 - REQUESTED BY LAURA JENKINS KB			
60099	WILEY, STEPHANIE	Meals for Varsity cheer Howe game	10/23/2020	10/20/2020	170.00
60102	WALMART COMMUNITY	CDC CLASSROOM SUPPLIES: SNACKS FOR CDC; NOT TO	10/23/2020	09/28/2020	249.84
		EXCEED 250.00 - PER L. TEAGUE			
	WALMART COMMUNITY	CDC CLASSROOM SUPPLIES: SNACKS FOR CDC; NOT TO	10/23/2020	09/03/2020	249.99
		EXCEED 250.00 - PER L. TEAGUE			
	WALMART COMMUNITY	FOOD SERVICE SUPPLIES FOR CATERING NOT TO EXCEED	10/23/2020	09/13/2020	36.63
		\$300.00 PER C. SHORT			
	WALMART COMMUNITY	Walmart- TV for interactive skills and games for	10/23/2020	09/22/2020	218.00
		PE - requested by Trey Neighbors - approved by JC			
		Vance			
	WALMART COMMUNITY	Computer mouse, plastic cutlery, napkins, crafts,	10/23/2020	09/13/2020	190.22
		ink with ink pads, post-it notes, coffee pot, set			
		of utensils and measuring cups, poster board			
	WALMART COMMUNITY	baggies, mints, batteries, tubs for food, low	10/23/2020	09/10/2020	213.47
		dose asa, laundry detergent, feminine hygiene			
		products			
	WALMART COMMUNITY	Walmart - supplies for LLI system - binders,	10/23/2020	09/05/2020	59.55
		boxes, organizational supplies - requested and			
		approved by Stacy Gibson			
60103	ROYALTY, SEAN	TRAVEL EXPENSE TO LITTLE ROCK, ARK FOR ADVANCED	10/26/2020	10/26/2020	368.58
		K9 HANDLER COURSE			
202100055	BICKERSTAFF HEATH DE	INVOICE #113113; PROFESSIONAL SERVICES RENDERED	10/07/2020	10/06/2020	2,777.50
		SEPT 15, 2020 RELATED TO TRE 2020			
202100056	BROTHER'S PRODUCE		10/07/2020	09/30/2020	96.76
	BROTHER'S PRODUCE		10/07/2020	09/30/2020	233.26
	BROTHER'S PRODUCE		10/07/2020	09/30/2020	191.12
	BROTHER'S PRODUCE		10/07/2020	09/30/2020	200.33
	BROTHER'S PRODUCE		10/07/2020	09/30/2020	387.27
	BROTHER'S PRODUCE		10/07/2020	09/30/2020	56.54

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
202100057	CHEM-SERV	NON-ALCOHOL HAND SANT. 8/1000 ML INVOICE #123419 - COVID SUPPLY	10/07/2020	09/03/2020	1,879.00
202100058	CROSSROAD COMMUNICAT	INV #10632 DVR CAMERA FOR BUS; ADDED DVR BUS #30 - TRANSPORTATION DEPT INV #10633 RENT FOR BUS RADIO UNITS PER BUS; RENT FOR TK-3140 PORTABLE UNITS - TRANSPORTATION / OPERATIONS DEPT	10/07/2020	09/21/2020	2,232.00
202100059	CYNERGY TECHNOLOGY	Cynergy Technology - ExtremeClud IQ Pilot Tier 0 CLOUD RTU License	10/07/2020	09/30/2020	7,680.00
202100060	DEALERS ELECTRIC CO	INV #4556732-01 EIKO BAY-REFLECTOR-BT-AL-90D - MAINT DEPT	10/07/2020	09/23/2020	81.96
202100061	FARMERS ELECTRIC COO	08-24 TO 09-23-20	10/07/2020	09/23/2020	39,368.99
	FARMERS ELECTRIC COO	08-24 TO 09-23-20	10/07/2020	09/23/2020	66.42
	FARMERS ELECTRIC COO	08-24 TO 09-23-20	10/07/2020	09/23/2020	345.11
	FARMERS ELECTRIC COO	08-24 TO 09-23-20	10/07/2020	09/23/2020	21.55
202100062	FLATT STATIONERS	SUPPLIES FOR CDC PER L. TEAGUE	10/07/2020	10/06/2020	181.32
202100064	GASTON SANITATION SE	INV #13910 ELEMENTARY COMPACTOR DUMPED TKT #1139936; INTERMEDIATE COMPACTOR DUMPED TKT #1139916 -OPERATIONS DEPT INV #1391 J H COMPACTOR DUMPED TKT #1140012 - OPERATIONS DEPT	10/07/2020	09/25/2020	1,425.00
	GASTON SANITATION SE	INV #1388 JR HIGH COMPACTOR DUMPEDE TKT #1137827; OPEN TOP 30-015 YD TKT #1138664; HIGH SCHOOL COMPACTOR DUMPED TKT #1139721	10/07/2020	09/23/2020	1,425.00
202100065	KISER'S GLASS	INV #24387 13X24 BRONZE TINT WINDOWS FOR BUSES; 15X30 BRONZE TINT FOR BUS #8 - TRANSPORTATION DEPT	10/07/2020	09/29/2020	112.01
202100066	LABATT FOOD SERVICE		10/07/2020	09/30/2020	708.84
	LABATT FOOD SERVICE		10/07/2020	09/30/2020	2,007.99
	LABATT FOOD SERVICE		10/07/2020	09/30/2020	2,329.13
	LABATT FOOD SERVICE		10/07/2020	09/30/2020	2,924.23
	LABATT FOOD SERVICE		10/07/2020	09/30/2020	3,002.56
202100067	MATHESON	WELDING GASES AND AND SUPPLIES FOR SHOP/WELDING CLASSES; INVOICE #22342905	10/07/2020	09/28/2020	367.43
202100068	RAINS COUNTY LEADER	Employment Ad for Bus Drivers Needed. September 2020	10/07/2020	09/30/2020	105.00
	RAINS COUNTY LEADER	Employment Ad for Custodians, Bus Drivers, Food Service, and Maint. September 2020 - December 2020.	10/07/2020	09/30/2020	81.25
202100069	SCHOOL SPECIALTY	School Specialty - office admission slip books, phone message books - requested by Renee Dudley	10/07/2020	09/28/2020	53.71
202100071	UNIFIRST CORPORATION	INV #826-1121067 3X5 RUGS; 4X6 RUGS; 18X18 WIPERS; TOWELS MICROFIBER GL; TOWELS MICROFIBER MU; MAINT PANTS; MAINT & CUSTODIAN SHIRTS - OPERATIONS DEPT	10/07/2020	09/24/2020	457.51
	UNIFIRST CORPORATION	INV #826-1122159 3X5 MAT; 18X18 WIPERS; TOWELS MICROFIBER GL; TOWELS MICROFIBER MU; MAINT PANTS; MAINT & CUSTODIAN SHIRTS - OPERATIONS DEPT	10/07/2020	10/01/2020	190.57
202100072	WALSH GALLEGOS TREVI	Professional Services rendered through September 15, 2020; RE: S.P.	10/07/2020	10/01/2020	31.50
202100073	BROTHER'S PRODUCE		10/16/2020	10/14/2020	191.39
	BROTHER'S PRODUCE		10/16/2020	10/14/2020	103.51
	BROTHER'S PRODUCE		10/16/2020	10/14/2020	225.50
	BROTHER'S PRODUCE		10/16/2020	10/14/2020	219.90
	BROTHER'S PRODUCE		10/16/2020	10/14/2020	243.56
202100075	CHEM-SERV	INV 123953 - CHEM-SERV - VIPER/BLUESTAR VAC BAGS, CK-14 PAPER COLLECTION VAC BAGS - CUSTODIAL SUPPLIES	10/16/2020	09/10/2020	103.60

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
202100075	CHEM-SERV	INV 124059 - CHEM SERV - MULTIQUAT MEGA 1 CONCENTRATE, TERMINATOR TEA BREEZE, HOT PINK BOWL CLEANER, BACTERIA ALIVE LIQUID ENZYMES - CUSTODIAL SUPPLIES	10/16/2020	09/30/2020	749.90
	CHEM-SERV	INV 123721 - CHEM-SERV - QS PLUS NON ALCOHOL HAND SANTIZER - CUSTODIAL SUPPLIES	10/16/2020	09/10/2020	1,409.25
202100076	FLATT STATIONERS	Copy Paper 40 cases	10/16/2020	10/06/2020	1,359.60
	FLATT STATIONERS	Office supplies	10/16/2020	10/06/2020	294.95
202100077	GASTON SANITATION SE	INV #1392 4 YD DUMPSTER 10/1-10/31/2020 - OPERATIONS DEPT	10/16/2020	10/01/2020	101.00
202100078	LABATT FOOD SERVICE		10/16/2020	10/14/2020	2,715.85
	LABATT FOOD SERVICE		10/16/2020	10/14/2020	2,282.19
	LABATT FOOD SERVICE		10/16/2020	10/14/2020	2,228.21
	LABATT FOOD SERVICE		10/16/2020	10/14/2020	3,256.57
202100079	PRICE INTERNATIONAL	INV#349336F HEATER VALVE ASSY (BUS #17); SUPPORT HOOD (BUS #6); TEE QC 3/8F AIR (BUS #5); FUSE 175 AMP (BUS #13); FUSE 125 AMP (BUS #13); TEE PUSH TO AIR (BUS #6); FANSHROUD (BUS #6); ENERGY SURC - TRANSPORTATION DEPT INV #CM348755F RETURN COOLANT HOSE FROM ORG INV #348755F - TRANSPORTATION DEPT	10/16/2020	10/01/2020	738.75
202100080	UNIFIRST CORPORATION	INV #826-1123247 3X5 RUGS; 4X6 RUGS; 3X5 MAT; 18X18 WIPERS; TOWELS MICROFIBER GL; TOWELS MICROFIBER MU; MAINT PANTS; MAINT & CUSTODIAN SHIRTS - OPERATIONS DEPT	10/16/2020	10/08/2020	453.76
202100081	BRUBAKER, HEATHER	SKYWARD CONSULTING SERVICES; INVOICE #00017	10/16/2020	08/31/2020	3,215.55
202100084	ATHLETIC SUPPLY	ROUND STATE OF TX R LOGO AWARD STICKERS (25 PER SHEET)	10/23/2020	09/29/2020	360.00
202100085	BAYES ACHIEVEMENT CE	Residential placement services for Oct. 2020, Speech and OT services for Sept. 2020 for implementation of IEP goals/obj. G1:Obj.15,6	10/23/2020	10/01/2020	19,843.86
202100086	BROTHER'S PRODUCE		10/23/2020	10/20/2020	234.50
	BROTHER'S PRODUCE		10/23/2020	10/20/2020	131.99
202100087	Continental Research	INVOICE #0019784; MULIT-GUARDS/SPRAYERS - SANITZER FOR COVID 19	10/23/2020	10/12/2020	822.56
202100088	DEALERS ELECTRIC CO	INV #4557618-00 PHIL F96T12/CW/HO-O/ALTOA15PK (JR HIGH); ADV ICN4P32N351 120-277V ELTRN (JR HIGH) - MAINT DEPT	10/23/2020	10/14/2020	207.85
202100089	DIGITAL GRAPHICS LLC	FOOTBALL TICKETS FOR 11-06-20 VS BONHAM	10/23/2020	10/07/2020	388.50
	DIGITAL GRAPHICS LLC	FOOTBALL TICKETS FOR 10-23-20 VS COMMERCE	10/23/2020	10/07/2020	388.50
202100090	FLINN SCIENTIFIC	SCIENCE DEPT SUPPLIES FOR JH	10/23/2020	10/08/2020	933.54
202100091	GANDY INK	Polos	10/23/2020	10/02/2020	128.00
202100092	GASTON SANITATION SE	INV #1405 OPEN TOP 30-015 30 YD TKT #1141685 - OPERATIONS DEPT	10/23/2020	10/13/2020	475.00
202100093	GILLIARD, PAMELA	REIMBURSE PAM GILLIARD FOR HOSPITALITY ROOM SUPPLIES - REQUESTED BY PAM GILLIARD REFERENCE PO 6002100047 - PUT IN WRONG PO GROUP SHOULD HAVE BEEN 041 KB	10/23/2020	10/02/2020	9.00
202100094	LATSON'S OFFICE SOLU	AAA Batteries #RAYALAAA24PPJ, Elmers Disappearing Purple School Glue Sticks #EPIE503	10/23/2020	10/16/2020	32.09
202100095	MATHESON	INV #22371475 AC SMVL ACETYLENE-LARGE; OX 200 HIGH PRESSURE-LARGE - MAINT DEPT INV #22371474 AC SMVL ACETYLENE-LARGE; MX WM8381 HIGH PRESSURE; IX 200 HIGH PRESSURE-LARGE - TRANSPORTATION DEPT	10/23/2020	09/30/2020	189.45
202100096	RENAISSANCE LEARNING	A/R - Renaissance Accelerated Reader - 1 year	10/23/2020	09/14/2020	2,787.75

CHECK NUMBER	VENDOR	INVOICE DESCRIPTION	CHECK DATE	INVOICE DATE	AMOUNT
		subscription (11/1/20-10/31/21) for K-2.			
202100097	UNIFIRST CORPORATION	INV #826-1124326 MAT 3X5; 18X18 WIPERS; TOWELS MICROFIBER GL; TOWLES MICOSOFT MU; MAINT PANTS; MAIN & CUSTODIAN SHIRTS - OPERATIONS DEPT	10/23/2020	10/15/2020	194.32
202100098	WALSH GALLEGOS TREVI	Operating procedures to provide legally required special education and related services to eligible students with disabilities	10/23/2020	10/05/2020	1,050.00
45424	AccuFlex Services In	Payroll accrual	10/20/2020	10/20/2020	378.53
45425	ASSOC OF TX PROFESSI	Payroll accrual	10/20/2020	10/20/2020	44.74
45426	RAINS ISD CHILD NUTR	Payroll accrual	10/20/2020	10/20/2020	2,564.75
45427	TEXAS CLASSROOM TEAC	Payroll accrual	10/20/2020	10/20/2020	167.66
45428	RAINS ISD	Payroll accrual	10/20/2020	10/20/2020	7,647.90
	RAINS ISD	Payroll accrual	10/20/2020	10/20/2020	0.00
	RAINS ISD	Payroll accrual	10/20/2020	10/20/2020	-96.27
100520	INTERNAL REVENUE SER	Payroll accrual	10/05/2020	10/05/2020	692.13
	INTERNAL REVENUE SER	Payroll accrual	10/05/2020	10/05/2020	2,649.91
	INTERNAL REVENUE SER	Payroll accrual	10/05/2020	10/05/2020	60.00
	INTERNAL REVENUE SER	Payroll accrual	10/05/2020	10/05/2020	692.13
	INTERNAL REVENUE SER	Payroll accrual	10/05/2020	10/05/2020	1.25
	OFFICE OF THE ATTORN	Payroll accrual	10/05/2020	10/05/2020	277.00
	RAINS ISD	Payroll accrual	10/05/2020	10/05/2020	626.83
	RAINS ISD	Payroll accrual	10/05/2020	10/05/2020	3.79
102020	Gentry Financial Gro	Payroll accrual	10/20/2020	10/20/2020	1,997.36
	Gentry Financial Gro	Payroll accrual	10/20/2020	10/20/2020	914.61
	Gentry Financial Gro	Payroll accrual	10/20/2020	10/20/2020	5,759.06
	Gentry Financial Gro	Payroll accrual	10/20/2020	10/20/2020	2,669.75
	Gentry Financial Gro	Payroll accrual	10/20/2020	10/20/2020	2,375.66
	Gentry Financial Gro	Payroll accrual	10/20/2020	10/20/2020	2,741.64
	Gentry Financial Gro	Payroll accrual	10/20/2020	10/20/2020	1,962.25
	Gentry Financial Gro	Payroll accrual	10/20/2020	10/20/2020	140.00
	Gentry Financial Gro	Payroll accrual	10/20/2020	10/20/2020	1,409.95
	Gentry Financial Gro	Payroll accrual	10/20/2020	10/20/2020	1,367.29
	Gentry Financial Gro	Payroll accrual	10/20/2020	10/20/2020	392.60
	Gentry Financial Gro	Payroll accrual	10/20/2020	10/20/2020	2,114.00
	INTERNAL REVENUE SER	Payroll accrual	10/20/2020	10/20/2020	13,170.82
	INTERNAL REVENUE SER	Payroll accrual	10/20/2020	10/20/2020	55,649.33
	INTERNAL REVENUE SER	Payroll accrual	10/20/2020	10/20/2020	2,590.38
	INTERNAL REVENUE SER	Payroll accrual	10/20/2020	10/20/2020	13,170.82
	INTERNAL REVENUE SER	Payroll accrual	10/20/2020	10/20/2020	3.48
	INTERNAL REVENUE SER	Payroll accrual	10/20/2020	10/20/2020	0.00
	INTERNAL REVENUE SER	Payroll accrual	10/20/2020	10/20/2020	3.48
	National Life Group	Payroll accrual	10/20/2020	10/20/2020	1,040.29
	OFFICE OF THE ATTORN	Payroll accrual	10/20/2020	10/20/2020	1,441.53
	OMNI	Payroll accrual	10/20/2020	10/20/2020	3,606.00
	RAINS ISD	Payroll accrual	10/20/2020	10/20/2020	11,851.58
	RAINS ISD	Payroll accrual	10/20/2020	10/20/2020	7.14
102720	INTERNAL REVENUE SER	Payroll accrual	10/27/2020	10/27/2020	7.98
	INTERNAL REVENUE SER	Payroll accrual	10/27/2020	10/27/2020	0.00
	INTERNAL REVENUE SER	Payroll accrual	10/27/2020	10/27/2020	7.98
	RAINS ISD	Payroll accrual	10/27/2020	10/27/2020	6.88
Totals for checks					401,352.70

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
181	COCURRICULAR	0.00	1,798.00	10,280.11	12,078.11
199	GENERAL FUND	0.00	0.00	148,154.73	148,154.73
224	IDEA PART B FORMULA	0.00	0.00	717.00	717.00
226	IDEA PART B DISCRETIONARY	0.00	0.00	19,843.86	19,843.86
240	FOOD SERVICE	0.00	0.00	30,175.65	30,175.65
410	STATE TEXTBOOK FUND	0.00	0.00	39,432.64	39,432.64
461	Campus Activity	0.00	0.00	8,155.35	8,155.35
494	Rains CDC/After School Program	0.00	0.00	683.15	683.15
863	PAYROLL CLEARING	142,112.21	0.00	0.00	142,112.21
***	Fund Summary Totals ***	142,112.21	1,798.00	257,442.49	401,352.70

\*\*\*\*\* End of report \*\*\*\*\*

# 2020-2021 SCHOOL CALENDAR



- Staff Exchange/Comp Days
- Staff Development (non-instructional day)
- Staff Work Day (non-instructional day)
- Holiday
- STAAR Testing
- Reporting Period
- ER Early Release
- G Graduation

## IMPORTANT DATES

<b>AUG</b>	03	New Teachers to RISD	8:30-3:30 pm
	04	First-Year Teachers	8:30-3:30 pm
	04	New Para Training	8:30-3:30 pm
	13	First Day of School	
	13	First Semester Begins	
<b>SEP</b>	07	Labor Day	
	18	Rains Co. Fair Day	
<b>OCT</b>	12	Columbus Day	
<b>NOV</b>	23-27	Thanksgiving Break	
<b>DEC</b>	17	Early Release (2 hours early)	
	18	Early Release (2 hours early)	
	21	Christmas Break Begins	
<b>JAN</b>	04	Christmas Break Ends	
	05	Second Semester Begins	
	18	MLK, Jr. Day	
<b>FEB</b>	15	Presidents' Day	
<b>MAR</b>	8-12	Spring Break	
<b>APR</b>	2	Good Friday	
<b>MAY</b>	27	Early Release (2 hours early)	
	27	Last Day of School	
	28	Graduation	
	31	Memorial Day	

\*Board approval on 5/11/20

Semester 1	75 days	8/13/20 - 12/18/20
Semester 2	89 days	1/5/21 - 5/27/21

JULY 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2020						
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30	31					

SEPTEMBER 2020						
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27	28	29	30			

OCTOBER 2020						
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NOVEMBER 2020						
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29	30					

DECEMBER 2020						
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27	28	29	30	31		

JANUARY 2021						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2021						
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14	15	16	17	18	19	20
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28						

MARCH 2021						
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28	29	30	31			

APRIL 2021						
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18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2021						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	ER	ER	G	29
30	31					

JUNE 2021						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			





Taylor Publishing Company dba Balfour is hereby authorized as the official publisher of the publication described below.

Please Print

Production Year <b>2021</b>	Title of Book		Date <b>10-28-2020</b>	Cust# <b>00000</b>
School <b>Rains High School</b>		Address <b>1651 West US Highway 69</b>		Phone # <b>903-473-2222</b>
City <b>Emory</b>	State <b>TX</b>	Zip <b>75440</b>	Email Address <b>wileys@rainsisd.org</b>	Check here to receive email news & tips from Balfour <input checked="" type="checkbox"/>
Mr., Ms., Dr.	First Name <b>Stephanie</b>	Last Name <b>Wiley</b>	Title <b>Adviser</b>	
Copies <b>165</b>	Pages <b>176</b>	Trim Size <b>8</b>	Cover Type <input type="checkbox"/> Softcover <input checked="" type="checkbox"/> Hardcover	Delivery Season <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Sum-Fall
Requested Ship Date <b>08-16-2021</b>			Cust Type <input type="checkbox"/> HS <input type="checkbox"/> JHS/MS <input type="checkbox"/> Elem	<input checked="" type="checkbox"/> K-12 <input type="checkbox"/> Univ <input type="checkbox"/> Fine Book

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Category	Description	Quantity	Price	Total
Base	Full color book with 100# paper .....	165		10,025.00
Cover	4-Color with glossy or matte lamination .....			0.00
Endsheets	4-Color, printed, different front and back endsheets .....			0.00

1st Deposit: \$ <b>3,007.50</b> <small>(30% of Total Est. Price)</small>	Date: <b>02-01-2021</b>	Total Estimated Price: \$ <b>10,025.00</b>
2nd Deposit: \$ <b>4,511.25</b> <small>(45% of Total Est. Price)</small>	Date: <b>06-15-2021</b> <small>(Final Copy Deadline)</small>	

The completed books will be shipped on a standard delivery schedule after the final copy shipment is received. Standard delivery schedules vary with product line. Failure to meet deadline requirements or to return proofs within the designated time will result in adjustments to the delivery schedule (ask your representative for other exceptions.) The company will make every effort to return submitted photographs and artwork, however the Company assumes no responsibility for their loss or damage. The company exercises no editorial control over the content of the book, and under Texas Law has no responsibility for its content.

This Contract is contingent upon Government regulations, strikes, fires, or acts of Providence. Prices shown are estimates based on the contract specifications. Changes in specifications can affect the final billing price. The Total Estimated Price shown above is based upon the Company's current price list, which in turn is based upon current material, labor, and other costs. To compensate for cost increases that will be incurred by the Company in the event of delay in the production schedule, the following shall apply: If final copy is received by the Company after December 31 of the Production Year, the total price shall increase by an amount equal to 5 percent of the Total Estimated Price. Prices are contingent on the Company's ability to obtain materials at a reasonable price. Should our suppliers increase their prices by an unexpected amount, the Company may be required to adjust prices accordingly. The Company will notify the Customer prior to manufacture of any such price adjustments.

Applicable sales taxes will be added to the final invoice unless the Customer furnishes evidence of tax-exempt status. The Customer agrees to pay the final invoice within 30 days of the invoice date or pay a late payment fee of 1-1/2% per month of the unpaid balance.

Costs associated with collections, including reasonable attorney fees and court costs if it becomes necessary to place this account for collection, will be borne by the Customer. By the authorized signature below, Customer hereby waives notice of acceptance, default and exemption.

Pursuant to V.T.C.A., Government Code §2270.002, the Company affirms that it does not boycott Israel and will not boycott Israel during the term of this contract. The Print Trade Customs of the Printing Industry of America, Inc. are incorporated into the terms of this Contract, except as specifically otherwise stated herein, and are reprinted on the back of this Contract.

This contract is subject to acceptance by Taylor Publishing Company dba Balfour in Dallas, Texas, and will be governed by the laws of the State of Texas.

I [we] have read, understand and accept the terms and conditions of this Contract. I further stipulate that I am an authorized representative of the customer named herein and, as such, am authorized to sign this Contract.

Signature (Circle one: Administrator / Adviser / Editor / Manager)	Please Print Name	Is a Purchase Order Required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    P.O. #: _____
Signature (Circle one: Administrator / Adviser / Editor / Manager)	Please Print Name	
Sales Representative (Please Print) <b>Debbie Vaughn</b>	Rep # <b>938001</b>	Accepted at Balfour LD

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Trade Customs have been in general use in the printing industry throughout the United States and Canada for more than 90 years.

- 1. QUOTATIONS/ESTIMATES** A quotation not accepted within 30 days may be changed.
- 2. ORDERS** Acceptance of orders is subject to credit approval and contingencies such as fire, water, strikes, theft, vandalism, act of God, and other causes beyond the provider's control. Canceled orders require compensation for incurred costs and related obligations.
- 3. EXPERIMENTAL WORK** Experimental or preliminary work performed at the customer's request will be charged to the customer at the provider's current rates. This work may not be used without the provider's written consent.
- 4. CREATIVE WORK** Sketches, copy, dummies, and all other creative work developed or furnished by the provider are the provider's exclusive property. The provider must give written approval for all use of this work and for any derivation of ideas from it.
- 5. ACCURACY OF SPECIFICATIONS** Quotations are based on the accuracy of the specifications provided. The provider can quote a job at the time of submission if copy, film, tapes, disks, or other input materials do not conform to the information on which the original quotation was based.
- 6. VENUE** In the event of suit regarding this contract, then venue and jurisdiction therefore shall be in either the District, State or Municipal Court, as appropriate, of the county of Dallas, State of Texas. The parties agree and stipulate that the essential terms of this contract are to be performed in said Dallas County.
- 7. ELECTRONIC MANUSCRIPTS/IMAGES** It is the customer's responsibility to maintain a copy of the original file. The provider is not responsible for accidental damage to media supplied by the customer or for the accuracy of furnished input or final input. Until digital input can be evaluated by the provider, no claims or promises are made about the provider's ability to work with jobs submitted in digital format, and no liability is assumed for problems that may arise. Any additional translating, editing, or programming needed to utilize customer-supplied files will be charged at prevailing rates.
- 8. ALTERATIONS/CORRECTIONS** Customer alterations include all work performed in addition to the original specifications. All such work will be charged at the provider's current rates.
- 9. PREPRESS PROOFS** The provider will submit prepress proofs along with original copy for the customer's review and approval. Corrections will be returned to the provider on a "master set" marked "O.K.," "O.K. With Corrections" or "Revised Proof Required" and signed by the customer. Until the master set is received, no additional work will be performed. The provider will not be responsible for undetected production errors if:
  - Proofs are not required by the customer.
  - The work is printed per the customer's OK.
  - Requests for changes are communicated verbally.
- 10. PRESS PROOFS** Press proofs will not be furnished unless they have been required in writing in the provider's quotation. A press sheet can be submitted for the customer's approval as long as the customer is present at the press during makeready. Any press time lost or alterations/corrections made because of the customer's delay or change of mind will be charged at the provider's current rates.
- 11. COLOR PROOFING** Because of differences in equipment, paper, inks, and other conditions between color proofing and production pressroom operations, a reasonable variation in color between color proofs and the completed job is to be expected. When a variation of this kind occurs, it will be considered acceptable performance.
- 12. OVERRUNS/UNDERRUNS** Overruns or underruns will not exceed 10 percent of the quantity ordered. The provider will bill for the actual quantity delivered within this tolerance. If the customer requires a guaranteed quantity, the percentage of tolerance must be stated at the time of quotation.
- 13. CUSTOMER'S PROPERTY** The provider will only maintain fire and extended coverage on property belonging to the customer while the property is in the provider's possession. The provider's liability for such property will not exceed the amount recoverable from the insurance. Additional insurance coverage may be obtained if it is requested in writing and in the premium is paid to the provider.
- 14. DELIVERY** Unless otherwise specified, the price quoted is for a single shipment, without storage, F.O.B. the provider's address. Proposals are based on continuous and uninterrupted delivery of the complete order. If the specifications state otherwise, the provider will charge accordingly at current rates. Charges for delivery of materials and supplies from the customer to the provider or from the customer's supplier to the provider are not included in quotations unless specified. Title for finished work passes to the customer upon delivery to the carrier at the shipping point or upon mailing of invoices for the finished work or a portion thereof, whichever occurs first.
- 15. PRODUCTION SCHEDULES** Production schedules will be established and followed by both the customer and the provider. There will be no liability or penalty for delays due to a state of war, riot, civil disorder, fire, strikes, accidents, action of government or civil authority, acts of God, or other cases beyond the control of the provider. In such cases, schedules will be extended by an amount of time equal to the delay incurred.
- 16. CUSTOMER-FURNISHED MATERIAL** Materials furnished by customers or their suppliers are verified by delivery tickets. The provider bears no responsibility for discrepancies between delivery tickets and actual counts. Customer supplied paper must be delivered according to specifications furnished by the provider. These specifications will include correct weight, thickness, pick resistance, and other technical requirements. Artwork, film, color separations, special dies, tapes, disks, or other materials furnished by the customer must be usable by the provider without alteration or repair. Items not meeting this requirement will be repaired by the customer or by the provider at the provider's current rates.
- 17. OUTSIDE PURCHASES** Unless otherwise agreed in writing, all outside purchases as requested or authorized by the customer, are chargeable.
- 18. TERMS/CLAIMS/LIENS** Payment is net cash 30 calendar days from date of invoice. Claims for defects, damages, or shortages must be made by the customer in writing no later than 10 calendar days after delivery. If no such claim is made, the provider and the customer will understand that the job has been accepted. By accepting the job, the customer acknowledges that the provider's performance has fully satisfied all terms, conditions, and specifications. The Provider's Liability will be limited to the quoted selling price of defective goods without additional charge for special or consequential damages. As security for payment of any sum due under the terms of an agreement, the provider has the right to hold and place a lien on all customer property in the provider's possession. This right applies even if credit has been extended, notes have been accepted, trade acceptances have been made, or payment has been guaranteed. If payment is not made, the customer is liable for all collection costs incurred.
- 19. LIABILITY**
  - 1. Disclaimer of Express Warranties.** The provider warrants that the work is as described in the purchase order. The customer understands that all sketches, copy, dummies, and preparatory work shown to the customer are intended only to illustrate the general type and quality of the work. They are not intended to represent the actual work performed.
  - 2. Disclaimer of Implied Warranties.** The Provider warrants only that the work will conform to the description contained in the purchase order. The provider's maximum liability, whether by negligence, contract, or otherwise, will not exceed the return of the amount invoiced for the work in the dispute. Under no circumstances will the provider be liable for specific, individual, or consequential damages.
- 20. INDEMNIFICATION** The customer agrees to protect the provider from economic loss and any other harmful consequences that might arise in connection with the work. This means the customer will hold the provider harmless and save, indemnify, and otherwise defend the provider against claims, demands, actions, and proceedings on any and all grounds. This will apply regardless of responsibility for negligence.
  - 1. Copyrights.** The customer also warrants that the subject matter to be printed is not copyrighted by a third party. The customer also recognizes that because subject matter does not have to bear a copyright notice to be protected by copyright law, absence of such notice does not necessarily assure a right to reproduce. The customer further warrants that no copyright notice has been removed from any material used in preparing the subject matter for reproduction. To support these warranties, the customer agrees to indemnify and hold the provider harmless for all liability, damages, and attorney fees that may be incurred in any legal action connected with copyright infringement involving the work produced or provided.
  - 2. Personal or Economic Rights.** The customer also warrants that the work does not contain anything that is libelous or scandalous or anything that threatens anyone's right to privacy or other personal or economic rights. The customer will, at the customer's sole expense, promptly and thoroughly defend the provider in all legal actions on these grounds as long as the provider:
    - Promptly notifies the customer of legal action.
    - Gives the customer reasonable time to undertake and conduct a defense.
    - The provider reserves the right to use its sole discretion in refusing to print anything the provider deems libelous, scandalous, improper, or infringing on copyright law.
- 21. STORAGE** The provider will retain intermediate materials used until the related end product has been accepted by the customer. If requested by the customer, intermediate materials will be stored for an additional period at an additional charge. The provider is not liable for any loss or damage to stored material beyond what is recoverable by the provider's fire and extended insurance coverage.
- 22. TAXES** All taxes and assessments levied by any governmental authority are the responsibility of the customer. All amounts due for taxes and assessments will be added to the customer's invoice. No tax exemption will be granted unless the customer's "Exemption Certificate" (or other official proof of exemption) accompanies the purchase order. If, after the customer has paid the invoice, it is determined that more tax is due, then the customer must promptly remit the required taxes to the taxing authority or immediately reimburse the provider for any additional taxes paid.
- 23. TELECOMMUNICATIONS** Unless otherwise agreed, the customer will pay for all transmission charges. The provider is not responsible for any errors, omissions, or extra costs resulting from faults in transmission.
- 24. PREPARATORY MATERIAL** Artwork, type, plates, negatives, positives, tapes, disks, and other items supplied by the provider shall remain the provider's exclusive property.

Originally formally promulgated, Annual Convention, United Typothetae of America, 1922. Revised and updated and repromulgated, Printing Industries of America, Inc., 1945, 1974, 1985 & 1994. Updated and adopted by the Printing Industries of America, National Association of Printers and Lithographers and Graphic Arts Technical Foundation, 2003.

**Printing Industries of America, Inc.**

Adopted by Taylor Publishing Company 2012

# 2021 Yearbook Proposal

## Rains ISD

Specifications & Pricing	2
Additional Value	3

Prepared by Debbie Vaughn

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Balfour Printing Facility • 1550 W. Mockingbird Ln. • Dallas, TX 75235

**balfour**<sup>®</sup>

# Rains ISD

## Specifications for 2021 Yearbook

Copies	165
Pages	176
Trim Size	8
Paper	100 lb. Glossy or Matte
Endsheets	4-Color, Different Front and Back
Cover	4-Color Lithocote
Shipping	Additional from Dallas

**Cost: \$10,025.00** (\$60.76 per book)

**Additional Books** \$34 each, at the current specifications

### Cover Options

Die Cut	\$347 set-up + \$1.20 per book + new die (cost depends on complexity of die)
Embossing	\$440 set-up + \$0.58 per book + new die (cost depends on complexity of die)
UV Varnish	\$0.81 per book
4Color w/ Soft Touch	\$1.25 per book

There are numerous other options. Pricing will be given to the yearbook adviser before any changes are made.



### Local Representatives

#### Debbie Vaughn

mbl: (903) 316-7518

e-mail: debbie.vaughn@balfour-rep.com



### Dallas Account Executive

#### Jessica Youngpeter

tel: (800) 947-0535

e-mail: jessica.youngpeter@balfour.com



#### Alicia Waterman

mbl: (972) 859-9713

e-mail: alicia.waterman@balfour-rep.com



### Vaughn Team

Cheryl Posey,  
Milani Arguelles,  
Jayme Quick,  
Debbie Vaughn,  
Alicia Waterman,  
Kimberly Ferguson,  
Neva Hand

# Rains ISD

## Scheduled Visits

Visits will be scheduled with the adviser/yearbook staff every 4-6 weeks, at the convenience of the adviser. In these scheduled visits, the adviser will be given the plans and goals for that visit. Special attention will be given to the following items:

- Production, design and computer training
- Theme development
- Budget reviews
- Deadline progress
- Book and ad sales

## Collaboration

We encourage collaboration between schools and yearbook advisers. When schools were shut down, because of COVID-19, we set up a Google Drive so that east Texas advisers could share photos with other schools. We now have the nationally shared Balfour Exchange, which is a place Balfour shares ideas and yearbook advisers from accross the country have an opportunity to share ideas. These are in addition to our weekly Tuesday Tips, our blog, our Balfour Adviser Facebook group, etc.

## Workshops

There will be two workshops offered in the East Texas/West Louisiana region in the summer of 2021. Information will be given as to dates and location in February.

## Nearby School Districts Printing with Balfour

Brownsboro High School  
 Canton ISD  
 Edgewood ISD  
 Fruitvale ISD  
 Gilmer High School  
 Grace Community School (Tyler)  
 Grand Saline ISD  
 Lindale High School  
 Mineola ISD  
 North Hopkins ISD  
 Pittsburg ISD  
 Sulphur Springs High School  
 Union Grove ISD  
 Whitehouse High School  
 Wills Point ISD  
 Winnsboro ISD  
 Yantis ISD



**FireFly Computers**  
 1271 Red Fox Road  
 Saint Paul, MN 55112  
 fireflycomputers.com

**Quote #:** E000034755

<b>Rains ISD</b> Lisa Clark (903)473-2222 ljclark@rainsisd.org	<b>Customer Number</b> <b>75870</b>	<b>Quote Date</b> <b>11/6/2020</b>	<b>Expiration Date</b> <b>12/6/2020</b>	<b>Terms</b> <b>Net 30</b>
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Jake Munter  
 Direct: 612-354-8816  
 Fax: 612-392-2155  
 Email: JMunter@fireflycomputers.com

**Contract Details:**  
 Region 7 ESC Computer Hardware & Supplies Contract

Quantity	Item	Unit Price	Extended Price
1,000	HP 11 G8 EE Chromebook - Rugged Construction - 11.6" HD Anti-Glare Display (1366 x 768) - Intel Celeron Processor N4020 Dual-Core - 4GB LPDDR4-2400 - 32GB eMMC SSD - Intel UHD Graphics 600 - 2 x USB 3.2 Type-A, 2 x USB 3.1 Type-C - Chrome OS - WiFi + BT - 1-Year Depot Warranty	259.00	259,000.00
1,000	FireFly White Glove 300 Units and Above FireFly White Glove 300 Units and Above - Pre-enrolled in Google Apps® domain - Chrome OS® updates installed - Custom themes and settings applied - Hardware functionality check - Google Console OU management	5.00	5,000.00
1,000	FireFly 3x Year Manufacturer Defect and Accidental Damage Warranty Serviced by FireFly Computers Easy to Use - RMA Portal Free Two Way Shipping on Bulk RMA's Access to FireFly Chrome Management Console Experts Custom Self Maintainer & Student Repair Programs Available	59.00	59,000.00
1	FF-SUPPORT-HP - Easy-to-use Online RMA Portal for Simplified Warranty Claim Submissions - FireFly SMART RMA Boxes for Convenient Bulk Warranty Returns and Bulk Paid Repairs - Unlimited Chromebook Technical Support by Phone or Email from Google-Certified Engineers - Access to FireFly Repair Zone Website for Easy Ordering of Chromebook Parts and Repairs - Complimentary Assistance Claiming Free Offers, when available	0.00	0.00
1,000	Google Chrome Education Upgrade	25.00	25,000.00



**FireFly Computers**  
 1271 Red Fox Road  
 Saint Paul, MN 55112  
[fireflycomputers.com](http://fireflycomputers.com)

**Quote #:** E000034755

<b>Rains ISD</b> Lisa Clark (903)473-2222 ljclark@rainsisd.org	<b>Customer Number</b> <b>75870</b>	<b>Quote Date</b> <b>11/6/2020</b>	<b>Expiration Date</b> <b>12/6/2020</b>	<b>Terms</b> <b>Net 30</b>
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Jake Munter  
 Direct: 612-354-8816  
 Fax: 612-392-2155  
 Email: [JMunter@fireflycomputers.com](mailto:JMunter@fireflycomputers.com)

**Contract Details:**  
 Region 7 ESC Computer Hardware & Supplies Contract

Quantity	Item	Unit Price	Extended Price
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<b>Sale Amount:</b>	348,000.00
<b>Freight:</b>	0.00
<b>Sales Tax:</b>	0.00
<b>Total Amount:</b>	348,000.00

**Terms And Conditions:**

Prices reflect a 3% discount for cash/check payment. Credit card payment is accepted without discount. This quote is confidential and is to be viewed solely by individuals within the organization to whom it is addressed. Unauthorized distribution or disclosure of the contents of this quote is prohibited. If you are not from the organization addressed, please notify us immediately so we can prepare a quote specific to you. Prices and availability may change without notice prior to the quote expiration date.

**Ordering:**

Please email purchase orders to [orders@fireflycomputers.com](mailto:orders@fireflycomputers.com) or fax orders to 612-392-2155

**Questions:**

If you have any questions regarding this quote, please feel free to contact your FireFly Account Manager listed above at your convenience. We pride ourselves on providing you a quick response.



**OMNI**PRO

**OmniPro LLC**  
5086B Diamond Hts Blvd  
San Francisco, CA 94131  
Phone 415.648.1121  
Fax 415.648.1174  
[sales@omnipro.com](mailto:sales@omnipro.com)  
SBE #1744559



# Quotation

**DATE:** 11/6/2020

**Bill To:**  
Rains ISD  
P.O. Box 247  
Emory, Texas 75440

**Ship To:**  
Rains ISD  
1759 W. US Highway 69  
Emory, Texas 75440  
Attn: Lisa Clark - Director of Technology

SALESPERSON	QUOTE NUMBER	SHIP DATE	SHIP VIA	F.O.B. POINT	TERMS
Edward	4-11062020	TBD	Ground	SFO	Net 30

QUANTITY	Part No.	DESCRIPTION	UNIT PRICE	AMOUNT
1,000	81QB0000US	Lenovo 100e Chromebook Chrome OS MediaTek MT8173C (4C, 2x A72 @2.1GHz + 2x A53 @1.7GHz) 4GB Soldered LPDDR3-1866 32GB eMMC 5.1 11.6" HD (1366x768) TN 250nits Anti-glare Integrated PowerVR GX6250 Integrated 42Wh	\$ 179.00	\$ 179,000.00
1000	OMNIWGS	White Glove Service Includes enrolling devices with Chrome Management Licenses and asset tagging	\$ 9.00	\$ 9,000.00
1000		Three (3) Year Accidental Damage Protection	\$ 75.00	\$ 75,000.00

SUBTOTAL	\$ 263,000.00
TAX RATE	
SALES TAX	\$ -
SHIPPING	\$ 1,500.00
<b>TOTAL</b>	<b>\$ 264,500.00</b>