

REDWATER ELEMENTARY

Campus Improvement Plan

2019/2020

Every Student, Every Day!



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Vision, Mission, and Beliefs

RES Vision

At Redwater Elementary School, we uphold a safe, loving community in which all students feel accepted and grow to reach their highest potential.

"Be Kind. Be Helpful. Be the BEST you Can!"

Belief Statements

Because Life Matters: We believe the purpose of learning is to empower all students to successfully meet the educational and social challenges of their future by providing a climate of respect, acceptance, and academic pride.

Because Life Matters: We believe in providing a safe and secure learning environment.

Because Life Matters: We believe ALL are accountable to each other.

Because Life Matters: We believe all will embrace the necessary skills and ability to utilize emerging technology for lifelong success.

Because Life Matters: We believe in equipping each student with life skills necessary to be independent contributing members of society.

Nondiscrimination Notice

REDWATER ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Redwater I.S.D Board of Trustees

Mr. Matt Knight

Mr. Kenney Cecil

Mr. Bryan Strand

Mr. Rodney Bonner

Mr. Brad Rosiek

Mr. T.J. Anderson

Mr. Matt Golden

Redwater Elementary Site-Based Committee

Dr. Kasey Coggin - Principal

Mr. Gary Hill - Asst. Principal

Mrs. Amanda Priestly - District Professional

Mrs. Jean Anne Pickering - District Professional

Mrs. Michelle Whitman- Teacher

Mrs. Martha Burris - Teacher

Mrs. Tanya Clifford – Teacher

Mrs. Leah Pendley - Teacher

Mrs. Mary McPherson - Teacher

Mrs. Taylor Gulley - Teacher

Mrs. Stephanie Bouwhuis - Sped Teacher

Mrs. Caylee Hanna - Teacher

Mrs. Julie Beydler - Parent

Mrs. Julia Adams - Parent

Mrs. Paula Coggin - Business Member

Mrs. Cindy Beck - Community Member

Mrs. JoAnn Thornhill - Community Member

REDWATER ELEMENTARY

Goal 1. RISD students will perform at an increased level of performance.

Objective 1. Students will increase performance in Reading and Math by 3% by end of 2019-2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A comprehensive needs assessment will be conducted by the Campus Site-Based Committee (parents, business representatives, community members, school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, C&I, family involvement, school context and organization, and technology (Title I SW: 1) (Target Group: All) (CSFs: 1,3,5,6,7)	Campus Principal, Site-Based Committee	April 2020		Summative - Comprehensive Needs Assessment Summary
2. All students and student groups at Redwater Elementary will increase their level of performance through the utilization of intensive classroom remediation and small group tutorial programs for mathematics and reading. (Title I SW: 2,3,10) (Target Group: ECD,ESL,SPED,AtRisk) (Strategic Priorities: 2) (CSFs: 1,4,6)	Campus Principal, Interventionist, RAP Coordinator, Teacher(s)	August - June	(F)Title I - \$109,994.73, (F)Title I FTE - 1.8, (S)State Compensatory - \$158,984.80, (S)State Compensatory FTE - 9.8	Summative - Progress monitoring with Renaissance Math and Reading, Education Galaxy, Target Math, LLI, TPRI testing (grades K-3), unit tests, benchmarks, Benchmark Assessment System, and STAAR objective mastery (3rd grade only)
3. To strengthen the core curriculum and assure all students are able to meet the challenging State TEKS, aligned curriculum and instruction will be utilized in all core subjects with resources from TEKS Resource System and Region 8 ESC Professional Development (Title I SW: 3) (Target Group: All) (CSFs: 1,7)	Campus Principal, Director of Instruction, Teacher(s)	August - June		Summative - Lesson plans, observations, improved curriculum alignment, DMAC, Summatives
4. Redwater Elementary will provide professional development for continuous support of curriculum, instruction, assessment, and behavioral interventions (Title I SW: 4) (Target Group: All) (CSFs: 1,7)	Campus Principal, Director of Instruction	August - June	(F)Title I - \$800, (S)State Compensatory - \$0	Summative - Professional development scheduled, TEKS resources implemented, services contracted
5. Redwater Elementary will continue a team-teaching approach in 2nd and 3rd to allow	Campus Principal, Teacher(s)	August - June		Summative - Lesson plans, DMAC, Grades, PLCs, BOY and

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teachers to stay up to date on ever-changing TEKS and build focused lessons. (Title I SW: 2) (Target Group: 2nd,3rd) (CSFs: 1,4)				EOY TPRI Comparison, Math and Reading Benchmarks
6. Mainstreamed special education students will receive in class support from the special education teacher and/or an assistant in core academic classrooms. The special education teacher will plan, align, and coordinate instruction with math and reading teachers. (Title I SW: 3,10) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal, Director of Instruction	Weekly		Summative - Reading and Math STAAR benchmarks/results for Special Ed. population and pre and post-tests for special ed. population
7. Technology will be integrated to strengthen and support student learning needs. Programs will be used to include Learning A-Z, Education Galaxy, and AR Renaissance for Reading. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal, Director of Instruction, Director of Technology		(F)Title I - \$5,150	Summative - STAAR mastery and TPRI results
8. Administrators will meet with teachers to evaluate student progress, determine student needs, revise assessment schedule as needed, and share instructional strategies to help struggling students be successful. (CSFs: 1,7)	Assistant Principal(s), Campus Principal, Interventionist, Teacher(s)	Each 6 weeks		Summative - Agendas
9. RES will monitor progress of economically disadvantaged students by reviewing data from unit assessments and benchmarks. Data will be disaggregated by student sub population, and certain goals will be set based on STAAR data. (Target Group: ECD,AtRisk) (Strategic Priorities: 2,4)	Assistant Principal(s), Campus Principal, Core Subject Teachers, Interventionist, Teacher(s)	Aug - May		

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Goal 1. RISD students will perform at an increased level of performance.

Objective 2. Special programs will provide appropriate services to address needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Pre-Kindergarten and Kindergarten teachers will meet to discuss curriculum alignment, student progress, and develop transition plans for the next school year. (Title I SW: 7) (Target Group: PRE K,K) (CSFs: 6)	Campus Principal, Teacher(s)	September-December/May-June		Transition plan meetings notes/minutes, transition activities completed, successful transition of students to Kindergarten.
2. Redwater Elementary will continue to identify economically disadvantaged students and provide Pre-K classes for four year olds (Title I SW: 7) (Target Group: ECD,PRE K) (CSFs: 1)	Campus Principal, Counselor(s), Teacher(s)	July - June		Eligible students enrolled in Pre-K
3. Redwater Elementary will continue to utilize a Response to Intervention committee to provide appropriate interventions to improve achievement, thus reducing special education referrals (Title I SW: 2) (Target Group: All)	Campus Principal, Counselor(s), Teacher(s)	August - June		Rtl records, improved student performance, reduced number of special education referrals
4. Redwater Elementary will provide an optional three week summer school program for under performing readers in Kindergarten, 1st, and 2nd grades. (Title I SW: 2) (Target Group: K,1st,2nd) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal, Director of Instruction, Interventionist, RAP Coordinator	June - July	(S)State Compensatory - \$9,800	Summative - Summer reading academy scheduled, students performing at grade level in reading, TPRI, pre and post tests
5. Redwater Elementary will provide transitions for students from PPCD and Pre-K to Kindergarten, from Kindergarten to Elementary, and from Elementary to Middle School. Smooth transitioning will reduce anxiety about the upcoming changes and therefore reduce dropouts (Title I SW: 7) (Target Group: PRE K,3rd)	Campus Principal, Counselor(s), Teacher(s)	August - June		Transition activities scheduled, students adjusting to their new setting appropriately.
6. Redwater Elementary will use a gifted and	Campus Principal, GT	August - June		Students tested, qualified for

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
talented committee to identify and certify the qualification of students to be served by a Gifted and Talented certified teacher as required by the state of Texas (Target Group: GT) (CSFs: 1)	Coordinator, Teacher(s)			Gifted and Talented
7. Redwater Elementary will serve all qualifying G/T students, first through third grades, beginning the second week of school. Kindergarten students will be served after the March qualifying date. The students will be served in the classroom with a certified GT Teacher. Time for project-based learning will be provided daily, and GT students will receive specialized instruction for 45 minutes weekly with a GT certified teacher. (Target Group: GT) (CSFs: 1)	Campus Principal, GT Coordinator, Teacher(s)	August - June		Summative - Lesson plans, student projects
8. UIL will be offered at grades 2 and 3 to promote critical thinking skills. Practice time and resources will be provided. (Target Group: All) (CSFs: 6)	Campus Administrators, Program Directors	Monthly through December		Summative - Record of student participation in UIL
9. Redwater Elementary will implement the Dyslexia Intervention Program for instruction to students who qualify (Title I SW: 9) (Target Group: Dys) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Dyslexia Teacher	August - June		Summative - Dyslexia student results on TPRI and STAAR EOY assessments
10. Redwater Elementary will continue to utilize the Fountas & Pinnell LLI Intervention System for small group instruction for at-risk students in K-3rd. Teachers will provide reading assistance to those students based on reading levels. (Title I SW: 2) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Director of Instruction, Interventionist, RAP Coordinator	August - May		Summative - Beginning, middle, end of year TPRI, DRA levels, AR monthly reports, grades
11. Redwater Elementary continue to use referral procedures to identify and serve qualifying students with disabilities according to ARD committee decisions, such as but not	Campus Principal	August-June		Summative - Students properly placed based on his/her educational needs, goal/objective growth or mastery.

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limited to inclusion, resource room, occupational and/or physical therapy, and speech. (Target Group: SPED) (CSFs: 1)				
12. In addition to STEAM project-based learning, 2nd and 3rd Grade Gifted and Talented students will participate in Destination Imagination to provide them a challenge outside of the classroom. (Title I SW: 10) (Target Group: GT) (CSFs: 4)	Campus Principal, GT Coordinator	2019-2020		Summative - Students will participate in Destination Imagination competition
13. Redwater Elementary will provide after-school tutorials for 3rd grade students in the subject areas of Reading and Math for at-risk students (Title I SW: 3) (Title I TA: 1,5) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal, Teacher(s)	March - May	(S)State Compensatory - \$2,000	Summative - STAAR Benchmarks and STAAR Results
14. Redwater Elementary will serve students identified at-risk in mathematics and reading through a pull-out intervention. The campus interventionist will provide accelerated instruction and monitor progress. (Title I SW: 2) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 4)	Campus Principal, Interventionist	Aug - May	(S)State Compensatory - \$2,800	Summative - universal screener, monthly progress monitoring data through AR math, STAAR Ready tests, Target Math, STAAR benchmarks

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Goal 1. RISD students will perform at an increased level of performance.

Objective 3. Student attendance will meet or exceed the state standard for attendance of 96.6 in the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Redwater Elementary will reward students with perfect attendance with certificates and prizes. (Title I SW: 2) (Target Group: All) (CSFs: 4)	Campus Principal, Campus Secretaries, Counselor(s)	August - June		Summative - Improved attendance rates
2. Redwater Elementary will continue to monitor attendance through parent contact via telephone and e-mail, attendance letters mailed home, and/or home visits to notify parents of excessive absences. (Title I SW: 1,2) (Target Group: All)	Assistant Principal(s), Campus Principal, Campus Secretaries, Counselor(s)	August - June		Summative - Attendance call logs, warning letters, truency intervention meetings, improved attendance rates
3. Redwater Elementary will uphold state retention policy by creating truency intervention plans for students with regular absenteeism. (Title I SW: 2) (Target Group: All) (CSFs: 4)	Attendance Committee, Campus Principal, Campus Secretaries, Local Law Enforcement	August - June		Summative - Attendance records, copies of truency plans, improved student attendance rates.
4. Redwater Elementary will focus on perfect attendance awards/additional recess/end-of-year field trip, reward party each 6 weeks. (Title I SW: 2) (Target Group: All) (CSFs: 4)	Assistant Principal(s), Campus Principal, Campus Secretaries, Counselor(s), Teacher(s)	August - June		Summative - Sign-in and out records, certificates given, reduced tardy rates

REDWATER ELEMENTARY

Goal 1. RISD students will perform at an increased level of performance.

Objective 4. Provide and retain highly qualified teachers in all core academic classes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Redwater Elementary will post job vacancies on district and regional websites. Region VIII EASY system will be utilized. (Title I SW: 3,5) (Target Group: All)	Campus Principal, Director of Instruction, Superintendent(s)	August - July		Job vacancies posted, all teachers and staff meet the highly qualified requirements.
2. Redwater Elementary will use data from teachers' certifications, college course taken, testing, staff development, service records, references, and from paraprofessionals' files to ensure compliance with highly qualified standards and recruit the best fit person for vacant positions. (Title I SW: 3,5) (Target Group: All)	Campus Principal, Director of Instruction, Superintendent(s)	Typically - May-August & Decemeber-January		All teachers meeting highly qualified status, success of newly hired staff
3. Redwater Elementary will only recruit and hire core academic subject area teacher who meet the highly qualified teacher requirements as set forth in the NCLB, P.L. 107-110, Sec. 1119, and the Texas Education Agency Guidelines. - Instruction in core academic area classes will only be provided by teachers who are highly qualified. - The school will provide high-quality, on-going professional development activities to retain highly qualified teachers, Teachers will be involved in selecting professional development activities. The school, in cooperation with the district, may require teachers to transfer from one campus to another in an effort to ensure that low-income and minority students are not taught at higher rates that	Campus Principal, Director of Instruction	June-May		Highly qualified personnel hired

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other students by unqualified, out-of-field, or inexperienced teachers. (Title I SW: 3,5) (Target Group: All)				
4. Redwater Elementary will provide a mentor for new teachers and weekly teaming opportunities with other grade level teachers. (Title I SW: 3,4,5) (Target Group: All)	Campus Principal, Teacher(s)	August - June		Grade level teachers meet to discuss successes and needs of teacher and students, plan instruction and subject area integration, weekly team meeting report
5. Redwater Elementary will provide in-district professional development and support out-of-district professional development. (Title I SW: 4) (Target Group: All)	Campus Principal, Director of Instruction	August - June		Schedule of professional development activities, certificates, all teachers and staff meet the highly qualified requirements.
6. Redwater Elementary will assist and support teachers in need of obtaining highly qualified status, as well as providing ESL training and allowing teachers to receive ESL certification as needed. (Title I SW: 3,5) (Target Group: All)	Campus Principal, Director of Instruction	August - June		Assistance and support provided, all teachers and staff meet or attain highly qualified requirements.
7. Redwater Elementary will recruit and hire minority teachers as vacancies occur. (Title I SW: 1,3) (Target Group: H,AA,ESL,LEP)	Campus Principal, Director of Instruction	August - June		Recruitment of minority staff, balance between minority teachers and students achieved.

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Goal 2. RISD will be a leader in the field of technology.

Objective 1. Students and teachers will demonstrate required technological literacy and proficiency with teachers fully integrating technology in their subject areas, and students producing various artifacts.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Redwater Elementary teachers will incorporate technology TEKS into lesson plans and classes, as well as utilize regularly scheduled technology lab time. (Title I SW: 2) (Target Group: K,1st,2nd,3rd)	Campus Principal, Teacher(s)	August - June		Lesson plans, computer lab schedule and utilization
2. Redwater Elementary teachers will meet requirements for professional development through various technology training opportunities. (Title I SW: 4) (Target Group: All)	Campus Principal, Region 8 Specialists, Teacher(s)	August - June		Training scheduled, training certificates
3. Redwater Elementary teachers will acquire additional Chromebooks and ipads for student use and curricular integration. (Title I SW: 1) (Target Group: All)	Campus Principal, Director of Technology, Teacher(s)	August - June		Purchase of Chromebooks, ipods, or ipads 1:1 technology for 2nd and 3rd grade Closing 1:1 technological gap in K and 1st
4. Redwater Elementary will implement web based software and various programs to facilitate student learning in keyboarding and technology instruction such as but not limited to, Type 2 Learn and Education Galaxy (Title I SW: 1) (Target Group: All)	Campus Principal, Director of Instruction, Teacher(s)	August - June		Progress report from software and web-based programs.

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Goal 3. RISD will provide a safe learning environment.

Objective 1. A safe and orderly environment which is conducive to maximum learning will be provided, through a decrease in disciplinerefferrals/violations of the Code of Conduct by 3%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Redwater Elementary will continue to focus on consistency in enforcement of the Student Code of Conduct by monitoring discipline referrals. (Title I SW: 2) (Target Group: All)	Campus Principal, Counselor(s)	August - June		Yearly discipline report, reduced number of discipline referrals
2. Redwater Elementary students and staff will be made aware of consequences of violating the Student Code of Conduct and raise awareness of consequences of drug/alcohol abuse through Red Ribbon Week activities. (Title I SW: 2) (Target Group: All)	Campus Principal, Counselor(s), PTA, Teacher(s)	October		Red Ribbon Week activity schedule, reduced number of drub referrals.
3. Redwater Elementary will build student's character through character classes and focusing on all character traits in order to help prepare them to be productive citizens in the community. (Title I SW: 1,2) (Target Group: All)	Campus Principal, Counselor(s)	August - June		Summative - Counselor's schedule of classes, one-on-one counseling sessions, mental health training for teachers, curriculum, and reduced discipline referrals.
4. Redwater Elementary will continue to use character coupons, classroom Dojo, and end of six weeks' celebrations for good behavior (Title I SW: 2) (Target Group: All)	Campus Principal, Counselor(s), Teacher(s)	August - June		Annual discipline report indicating, reduced number of discipline/drug referrals
5. Redwater Elementary will provide one-on-one supervision to students with severe disabilities as needed for the safety of themselves and/or others as defined by the ARD committee. (Title I SW: 2) (Target Group: SPED)	Campus Principal, Diagnostician, SPED Therapist, Teacher(s)	August - June		Supervision provided, ARD documentation, student's needs met.
6. Redwater Elementary students with habitual behavior problems will be provided an education in In-School Suspension or in a Disciplinary Alternative Education Program. (Title I SW: 2) (Target Group: All)	Campus Principal, Superintendent(s), Transportation Director	August - June		discipline records, number of students requiring an alternative setting for education.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Redwater Elementary will utilize an automated electronic notification system to warn students and staff of impending emergencies or to alert parents and/or staff of upcoming events. (Title I SW: 1) (Target Group: All)	Campus Principal, Campus Secretaries	August - June		Call system utilized, increased students safety, increased parent notification of emergencies
8. Redwater Elementary will maintain physical education class sizes at 45:1 or less to maximize the benefits of the program. (Title I SW: 2) (Target Group: All)	Athletic Coaches, Campus Principal, PE Teachers	August - June		Reduced class sizes, nurse referrals indicating fewer P.E. injuries.

REDWATER ELEMENTARY

Goal 3. RISD will provide a safe learning environment.

Objective 2. Maintain safe learning facilities with "0" building security breaches.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Redwater Elementary will restrict building access in order to maintain student safety. The front doors will remain locked during school hours and visitors/parents will be viewed from a camera prior to entering the school building. (Title I SW: 1) (Target Group: All)	Campus Principal, Campus Secretaries	August - June		Doors locked during school day, entrance video cameras utilized
2. Redwater Elementary will monitor and record building activity with interior security cameras to increase safety for students and staff. (Title I SW: 1) (Target Group: All)	Campus Principal, Campus Secretaries	August - June		Cameras functional, safety increased
3. Redwater Elementary will develop a safety plan and conduct routine drills to ensure student safety. (Title I SW: 1) (Target Group: All)	Athletic Coaches, Campus Principal, Campus Secretaries, Counselor(s), Dyslexia Teacher, ESL Specialist, GT Coordinator, Interventionist, Local Law Enforcement, PE Teachers, Region 8 Specialists, Teacher(s), Transportation Director	August - June		Plan developed, increased student safety, drills conducted

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Goal 4. RISD will continue to encourage parent and community involvement in all activities.

Objective 1. Increase the number of parent and community participants in various programs and activities by 5% as compared to previous year's records.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Redwater Elementary will prepare and provide digital access to a campus newsletter to all parents at the end of each six weeks. (Title I SW: 6) (Target Group: All)	Campus Principal, Counselor(s), Teacher(s)	September - June		Summative - newsletter link posted to social media and sent through eMail, increased communication to parents, parents informed of school activities
2. Redwater Elementary will have parent representatives on the Site-Based Decision Making Committee to involve parents in the decision making process. (Title I SW: 1) (Target Group: All)	Campus Principal, Site-Based Committee	September - June		Committee minutes and agendas
3. Redwater Elementary will provide opportunities for parent-teacher conferences. (Target Group: All)	Counselor(s), Teacher(s)	August - June		conferences scheduled and carried out, parents informed of student progress
4. Redwater Elementary will discuss the importance of regular and punctual attendance with parents and students. (Title I SW: 6) (Target Group: All)	Campus Principal, Teacher(s)	August - June		Conferences scheduled, increased awareness of importance of attendance
5. Redwater Elementary will sponsor special events to encourage parent engagement, i.e., Meet The Teacher Night, Pre-K/Kindergarten Round-up, Open House Showcase, Awards Assembly, Pick of the Dragon Luncheon, Grandparent's Day, Parent/Grandparent's Book Fair, Kindergarten Graduation, Olympic Day, Fall Festival, designated holiday parties. (Title I SW: 6) (Target Group: All)	Campus Principal, Campus Secretaries, PE Teachers, PTA, RAP Coordinator, Teacher(s)	August - June		Event carried out, increase parent involvement and communication

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Redwater Elementary will notify parents of various opportunities to volunteer at the school using websites, apps, newsletters, phone, e-mail, or text messaging. (Title I SW: 6) (Target Group: All)	Campus Principal, PTA, Teacher(s)	August - June		Parent volunteerism increased, communication logs, record of PTA meetings
7. Redwater Elementary teachers will update technology sites frequently to keep parents informed of classroom activities. (Title I SW: 6) (Target Group: All)	Campus Principal, Teacher(s)	August - June		information updated, increased information for parents
8. Redwater Elementary will use Grade Viewer to keep parents informed of their students' grades and attendance. Parents will be notified of directions for use of Gradebook Viewer throughout the school year as needed. (Title I SW: 6) (Target Group: 1st,2nd,3rd)	Campus Principal, Campus Secretaries, Counselor(s), Teacher(s)	August - June		Summative - Grade Viewer educational data available for parents

Resources

Resource	Source	Amount
Title I	Federal	\$115,944.73
Title I FTE	Federal	1.8
State Compensatory	State	\$173,584.80
State Compensatory FTE	State	9.8

Grades Served EE-3 **Student Enrollment Details** 343 Students Enrolled **District** REDWATER ISD **Address** P O BOX 347, REDWATER, TX 75573

 CHANGE OVER TIME

**HOW WELL DID THIS SCHOOL PERFORM
OVERALL?**



This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME

2017-18
Met Standard
77 out of 100

2018-19
C
78 out of 100

This section showcases annually the overall grade of this campus to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

 OVERALL PERFORMANCE DETAILS

 STUDENT ACHIEVEMENT



Student Achievement shows how much students know and are able to do at the end of the school year.

 SCHOOL PROGRESS



School Progress shows how students perform over time and how that growth compares to similar schools.

 CLOSING THE GAPS



The Closing the Gaps domain tells us how well different populations of students in a district are performing.

 WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?

- ✗ ACADEMIC ACHIEVEMENT IN MATHEMATICS
- ✗ POST-SECONDARY READINESS

- ✗ ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS/READING
- ✗ TOP 25%: COMPARATIVE CLOSING THE GAPS



HOW ARE SCORES CALCULATED?



STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	77	100%
Total	77	100%



SCHOOL PROGRESS

The higher score of Academic Growth or Relative Performance is used.

Component	Score	% of grade
Relative Performance	80	100%
Total	80	100%



CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	63	75.0%
Student Achievement	60	25.0%
Total	74	100%

Comprehensive Needs Assessment

Demographics

Demographics Summary

Redwater Elementary School presently serves 343 students from Early Childhood through grade three. According to the 2018-2019 PEIMS submission, the student ethnic breakdown was: 5.25% African American; 3.79% Hispanic; .28% American Indian, 85.71% White, .58% American Indian/Alaskan, .58% Hawaiian Pacific Islander, and 4.08% two or more races. The percent of students classified as economically disadvantaged was 59.48%. According to the 2018-2019 TAPR, the percent of students identified as LEP was 1.12%, the percent of students classified as special education students was 10.5%, 4.37% Gifted & Talented. The percentage of At-Risk students in 2018-2019 was 20.7%.

Student Achievement

Student Achievement Strengths

Student Strengths:

According to the 2019 Accountability Summary from the Texas Education Agency, the accountability rating for Redwater Elementary School was "Met Standard." We met standards on "Student Achievement" with a score of 78 of 100. Redwater Elementary does not receive a "Student Progress" score, as there is only one test grade level on the campus. We met standard on Relative Performance with a score of 80 out of 100. This shows how schools are performing over time and compares that progress of similar schools. Closing the Gaps domain tells us how well different populations of students on a campus are performing. Redwater Elementary had 74 out of 100.

A full-day Pre-kindergarten program is instrumental in accelerating four year old students who are economically disadvantaged and/or who have been classified as limited English proficient. Most of our students are on target and meet expectations by the end of the year. The Pre-kindergarten and Kindergarten teachers work together to ensure that their curriculum is aligned and developmentally appropriate. Kindergarten BOY assessments prove that students who attend full-day pre-kindergarten enter the year knowing most of their letters and letter sounds as opposed to students who did not attend pre-kindergarten.

Student Achievement Needs

In 2019, 78% of 3rd grade students approached grade level on Reading STAAR and 82% approached grade level on Math STAAR. 72% of all economically disadvantaged students approached standard in Reading and 84% approached grade level in Math. 13% of economically disadvantaged students scored Masters in Reading, and 16% of these students scored Masters in Math. In 2018 and 2019, our students in the white sub population did not reach the set federal target for Reading or Mathematics due to not enough students reaching "meets" or "masters" grade level. Strategies for improving performance of our white sub population are being implemented, such as AR Math and AR Reading for progress monitoring, an additional 45 minute intervention period daily, guided math instruction in K-2, balanced literacy framework in K-3, and utilizing TEKS Resource as a guide for curriculum. Assessment goals have been created for Reading and Math as well. The campus intervention team will monitor student progress across assessments over the course of the entire year.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

During the 2016-2017 school year, the attendance rate rose to 96.6% from 96.1% the previous year. The rate from both of these years was higher than the state average of 95.7%. In an effort to address the attendance rate, the school is using incentives for good attendance and creating an awareness of the importance of good attendance among parents. Parents are called when students are absent. Letters are mailed home each six weeks informing parents if their child has excessive absences. All students with perfect attendance each six weeks are invited to an attendance party. They also get a chance to win gift cards and special prizes.

Student Achievement Summary

Research shows that a number of personal, social, and health factors impinge on students' academic performance. When considering the overall learning outcomes, it is important to take into account the learning environment, student characteristics, and the nature of the learning tasks. Schools in Texas are judged primarily by the performance of students on the State of Texas Assessments of Academic Readiness (STAAR). Students in grade 3 participate in the STAAR assessments in Math and Reading each spring. Other data considered in determining student strengths and needs included language skills, report cards, teacher-made tests, daily work, discipline referrals, attendance/tardy records, benchmarks, other standardized assessments and dropout rates. Also significant is the identification of students in special circumstances, "at risk" for example, and what their special social and instructional needs might be.

School Culture and Climate

School Culture and Climate Summary

Research indicates that healthy and sound school organizational cultures correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction. The organizational culture of any educational organization is critical to the success of the students it serves. A campus atmosphere must foster collegiality and be able to maintain a high level of staff morale. Among the most important elements of organizational culture is the ability of administration to create an environment of trust through open, two-way communication and a monitoring of staff attitudes and opinions. The most positive school culture occurs when principals, teachers, and students model the values and belief important to the institution.

Staff Strengths: According to the 2017-2018 Redwater Elementary Campus TAPR Report, the average years of experience among our teachers is 15.7 years. All elementary teachers and paraprofessionals meet the highly qualified requirements. During the summer of 2019, each teacher attended 18 hours of training geared to their specific grade or subject. Collaboration and cooperation is ongoing. Redwater Elementary has become a PLC campus and grade-level teams meet for 60 minutes weekly. Our focus is to discuss each student, interventions and enrichments used, and data. These meetings also provide opportunity to open lines of communication. Most teachers agree it is easy to talk to the campus principals, but communication from the principal could be more timely and effective. A majority of staff feel our campus is neat, clean, and well-maintained. It was reported that safety is a priority of the campus.

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

At the Elementary Campus a number of curricular strategies are used.

Pre-kindergarten student levels are assessed at the beginning, middle, and end of the school year using the assessment from their state adopted curriculum and beginning in 2017-2018, Circle Learning Institute, a program provided by the state, was used to monitor student progress beginning, middle, and end of year.

Kindergarten teachers have state

adopted curriculum in place.

Kindergarten teachers are implementing Saxon Phonics program, as well as a balanced literacy framework. Teachers continuously monitor student learning with formal assessments each six weeks to determine TEKS strengths and weaknesses for each student.

First grade teachers are implementing Saxon Phonics and a balanced literacy framework for ELAR. The district has purchased consumable resource books for first grade teachers. A guided math curriculum is used for 1st grade Math TEKS and TEKS Resource is followed. Guided math stations are used for differentiation.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Second and third grade teacher are divided into two teams. The teams include one ELAR/Social Studies teacher and 1 Math/Science teacher. There are 2 teams per grade level. Vertical alignment meetings will allow teachers to plan and address curricular strengths and weaknesses. Teachers will be able to plan with their subject partner during their 60 minute conference period.

Traditionally, students from kindergarten to second grade have been assessed in reading with the Texas Primary Reading Inventory. In the 2018-2019 school year, third grade students also began being assessed through TPRI. This assessment is given at the beginning, middle, and end of the school year. Math is assessed in kindergarten through third grade with unit assessments. 1st, 2nd, and 3rd grade students are taking pre and post Math and Reading tests this year to help teachers better prepare students and focus on areas of weaknesses and strengths. Students in third grade are also assessed statewide in the areas of reading and math by the STAAR test; this assessment is given one time during the spring semester.

Leveled Literacy Intervention (LLI) was purchased during the 2017 school year to guide reading intervention with at-risk students as identified by TPRI and DRA. Teachers were training during the 2017 year .

Family and Community Involvement

Family and Community Involvement Summary

Governing boards, administrators and employees of school districts have the responsibility to encourage parents and the community to share their knowledge, skills, energies

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

and abilities with the schools. A key ingredient in any successful instructional program is the involvement of students' parents and community members. From parent volunteers in the classroom to strong support in financing the educational program through the bond issues, involvement of parents and the community is essential. Parents and the community must become involved in supporting the school through being responsible for their students' attendance, homework, participation in the campus improvement committee, maintaining a dialogue with teachers of their students, and through donations and Adopt-a-School programs. It is therefore worthy of any school's time to foster the enhancement of the relationship between the community and the school.

Parent Involvement Strengths: The committee agreed that the PTA was outstanding. As in any volunteer organization, there is a core of very active parents who really make the difference. The school publishes a list of parent involvement opportunities each year and parents can select what they would like to do to support the school. This has worked quite well. Parent volunteers have been wonderful by helping teachers as well as performing other activities that support the school. Parents are very receptive to volunteer if asked. The staff used various methods to communicate with parents including, but not limited to, a digital monthly newsletter, parent conferences for struggling students, Gradebook, the Alert Now System, the school website, teacher websites, Class Dojo, phone texting, and e-mail. Email has been used extensively in recent years as an effective means of communicating with parents who work and are frequently away from home. School activities such as Kindergarten roundup, Meet the Teacher, Grandparents Day, Parents Book Fair, Fall Festival, Public School Week, and Pick of the Dragon are well attended by parents. Parents would like more parent-engagement activities planned throughout the year. The district-wide parent coordinator has been able to involve more parents who had previously shown reluctance to participate in school activities.

Parent Involvement Needs:

Parents agreed they feel welcome at the school and have equal opportunity to support as needed. The preferred method of communication is text or eMail. A majority of parents feel communication is sufficient most of the time but can be more timely.

Involvement Strengths:

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

There are not very many businesses in Redwater, but the ones here are very generous and donate gift certificates, coupons, and cash when called upon. The Redwater Foundation, a nonprofit corporation, provides assistance to students who cannot afford to pay for supplies, fees, and other costs related to school. For the past three school years the Redwater Educational Foundation funded many RISD teacher grant projects, such as purchasing talking microscopes for the elementary science laboratory, a solar panel for the science lab, flexible seating for several classrooms, electronic dictionaries, and STEAM materials.

Technology

Technology Strengths

Technology Strengths:

All classrooms have LCD projectors, access to various software titles, computers, ELMOs and interactive tablets to facilitate instruction. During the 2016-2017 school year, the district was able to purchase chromebook carts for 2nd and 3rd grade Intervention classes, totaling two chromebook carts for these grade levels. Kindergarten and 1st grade classrooms are equipped with 2 chromebases in each classroom, and they are used for instruction.

The district has a technology coordinator, instructional technologist, and the elementary school has a technology representative who can be called upon to assist with technology problems. The district coordinator is also available to assist with problems as well as providing staff training on the use of technology in the classrooms. We are a Google Education district, and we utilize Google Classroom, Forms, Drive, Slides, etc for staff and student needs. Teachers have opined that the technology department provides beneficial training and helps them stay abreast of the latest technology. The Instructional Technologist is meeting with each teacher once per six weeks to instruct new and updated technological features that are available. Interactive panels have also been added in multiple classrooms in the elementary.

Technology Needs

Teachers have requested additional Chromebooks and class sets of either ipods or ipads. For the 2018-2019 school year, Pre-Kindergarten students are receiving 15 additional chrome tablets, the Speech Therapist is receiving 10 chrome tablets, and the reading and math interventionists are receiving 16 chrome tablets. There were also additional Chromebooks purchased, bringing the Chromebook total to 192 for the elementary campus. Continued teacher education on the use of interactive whiteboards and useful educational apps. For the 2019-2020 school year, the campus plans to acquire more iPads particularly for kindergarten and first grade. Teachers have stated laptops would be beneficial for them for classroom use.

Comprehensive Needs Assessment Data Sources

Community Input
Disaggregated STAAR Data
Discipline Referrals
District Policies
DMAC
Highly Qualified Staff
Mobility Rates
Multi-Year Trends
Parental Involvement Policy
Promotion/Retention Rates
Report Card Grades
Safe Schools Checklist
Special Student Populations
Staff Development
Standardized Tests
Summary of Student Progress (not taking STAAR)
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates