



# Campus Improvement Plan

2018-2019

### Mission Statement

**Maximizing student achievement will be the goal of the Rankin Community. All students will be provided highly effective skills centered around respect, communication, leadership, discipline and accountability to successfully participate in life.**

### Vision Statement

**Every district graduate shall be prepared with the knowledge, academic foundation, and life skills to be a productive learner, an effective communicator, and a responsible citizen in order to be successful in an ever-changing world.**

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**Rankin High School  
Campus Improvement Plan**

**2018-2019 Comprehensive Needs Assessment Summary**

In accordance with state and federal legislative requirements, the staff at Rankin High School conducted a comprehensive needs assessment for the 2018-2019 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

## Campus Demographics

The following data were reviewed in relation to District demographics:

PEIMS data & reports  
attendance from PEIMS  
teacher-student ratio  
TAPR

Upon review of these data, several findings were noted. These finding include

### Strengths

- low teacher/student ratio

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- low mobility rate

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- HS classes are stable & growing as elem students will transition

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- High School parent compacts with day on calendar

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- 48% Hispanic population (District)

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- retain Parent Liaison to foster higher academic expectations from home

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### Needs

- strengthen Tier II & Tier III interventions for students new to district

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- high percentage of at risk students

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- monitor and improve student attendance; miss 1/2 day instead of full day for dr. appts, etc.

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- Hispanic & ELL student instruction and intervention

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- Growth of student in Tier II intervention

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- More Saturday School to make up for lost school time.

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Areas of need included

strengthen Tier III interventions for students

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strengthen instruction and intervention for Hispanic & ELL students in reading & writing

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Continue to monitor attendance

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Assess new student's testing - academic - behavioral needs

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## Student Achievement

The following data was reviewed in relation to Student achievement.

2018 assessment results

PEIMS data & reports

TAPR

report cards

ACT, SAT, PSAT, ASVAB results

TSI data

Eduphoria data, Education Galaxy

Unit assessments, TPRI, & iStation, IWrite, IRead results

attendance records

TELPAS, AMAO results

Upon review of these data, several finding were noted. These findings include:

### Strengths

maintaining math interventionist & general ed content mastery

staff knows students & how to target instruction & interventions appropriately

continue to increase instructional time by revamping schedule

use of vertically aligned curriculum w/fidelity to increase relevance & rigor of instruction

PLCs to foster horizontal and vertical alignment

Post secondary readiness

### Needs

7 writing, 7-8 reading, English I, II EOC

EOC & STAAR Level III Advanced performance across all subjects; 3-8 math

Tier II & Tier III instruction - Reading - Junior High

utilization of data to drive instruction

Remediation for state assessments

Algebra I and English I

Sped, ELL student performance on state assessment

continue working toward closing gaps in Elem Hispanic scores Math, Reading, Writing

academic vocabulary

8<sup>th</sup> grade SS Studies & Science

Areas of need include:

Utilization of ongoing/formative assessment & data to drive instruction

Close the gap between Hispanic & white students & low social academic

Reading - technology support

## School Culture, Climate, and Organization

The following data was reviewed in relation to School Culture, Climate, and Organization

surveys - students, parents, & staff

T-TESS, IFV data

parent conferences, meetings

student compacts

parental involvement policy

SHAC committee

Campus Committees

LPAC committee

Upon review of these data, several findings were noted. These findings include:

### Strengths

Students have a sense of belonging & find ways to succeed

Students feel safe, respected & supported by staff

increase use of social media to disseminate information in a timely manner

Parent surveys indicated approval of teachers, students are recognized

PLCs fostered increased collaboration

Parents feel that students are safe & belong

High involvement in extracurricular activities

Students feel that teachers care about them; comfortable with staff

### Needs

increased SBDM involvement

classroom management can be improved

give teachers more guidance: student behavioral expectations

Wireless Hot Spots for Students

Parent Communication Tips and Information

increased collaboration within school & administrative support

Implementation of David's Law and programs to assist in execution of David' Law

Summary of needs include:

SBDM committee involvement to evaluate school, student needs - Conduct student survey in October

Maintain parent-teacher conferences & parent attendance at other events

Increased efforts to communicate in multiple formats to staff and parents, especially regarding upcoming changes

Continue use of social media as a means to communicate with parents & community

Updated Dress Code - ensure enforcement is consistent

## Staff Quality, Recruitment, and Retention

The following data was reviewed in relation to Staff Quality, Recruitment, and Retention:

TAPR	<input type="checkbox"/> T-TESS data
teacher-student ratios	<input type="checkbox"/> staff professional development records
	<input type="checkbox"/>

Summary of need include:

### Strengths

- ☐ common planning time & PLCs
- ☐ Great facilities and technology
- ☐ low teacher-student ratio
- ☐ high percentage of teachers certified in ESL; all core teachers have GT training
- ☐ teachers willing to work with students before & after school day
- ☐ district provides teacher housing
- ☐ 5% matching annuity, retention bonus, benefits; increased staff retention
- ☐ teachers willing to seek out PD to improve quality of instruction
- ☐ teachers go above & beyond; high level of commitment to students

### Needs

- ☐ PD - meeting needs of diverse learners
- ☐ PD - instructional strategies for ESL students & at-risk students
- ☐ collaboration regarding instructional time & remediation for re-testers
- ☐ PD - instructional technology
- ☐ Data-driven instructional planning
- ☐ Highlight academic accomplishments
- ☐ ESL All Teachers must be ESL Certified
- ☐ T-TESS Training

### Areas of need include

- Continue PLC collaboration for data-driven instructional & remediation
- PD - instructional strategies to impact student achievement, ESL & special ed students
- Continued collaboration & planning time dedicated to vertical alignment of curriculum & instruction
- Beginning, middle, EOY surveys
- Create Exit Interview - google form?

## Family and Community Involvement

The following data was reviewed in relation to Family and Community Involvement

Parent Night Extravaganza, Open House, informational meetings, assemblies, etc.

parent-school compacts

class meetings

SHAC committee meetings

☐ sign-in sheets

☐ parental involvement policy

☐ PTO meetings

☐ parent participation logs from various events

Upon review of these data, several finding were noted. These findings include:

### Strengths

- ☐ Partnerships with local law enforcement, fire department, & EMS - helped with anti-bullying
- ☐ Partnership with local hospital.
- ☐ More opportunities & activities for parent & community engagement
- ☐ summer reading program
- ☐ Community Service projects - increase in parent participation
- ☐ Increased attendance from parents & community at school events
- ☐ PTO Christmas Store, Book Fair, Staff Appreciation week
- ☐ Positive publicity highlighting student successes
- ☐ Parent/Senior Night-focus on college and scholarships

### Needs

- ☐ Fun ways for parents to reinforce student learning
- ☐ Inform parents of curriculum, & state assessment expectations & standards, HB 5
- ☐ parent surveys indicated need for increased communication
- ☐ Pre-K Family & Community Engage
- ☐ Career Counseling
- ☐ Increase communication with Midkiff Spanish Speaking Parents.

Areas of need include:

Build parents' capacity to support students academically at home

Consistent, timely communication with families & community in multiple formats regarding changes & events, etc.

Maintain parent attendance at teacher-parent conferences; improve teacher-parent communication

Continue to inform families & community about HB 5, state assessment expectations, etc.

## School Context and Organization

The following data was reviewed in relation to School Context and Organization

TAPR	<input type="checkbox"/> Eduphoria data
master schedules & duty rosters	<input type="checkbox"/> parent/student handbook
student, parent, teacher surveys	<input type="checkbox"/> site-based decision making committee minutes
employee handbook, new teacher orientation materials	<input type="checkbox"/> materials from planning & meetings
facilities documentation	<input type="checkbox"/>

Upon review of these data, several finding were noted. These findings include:

Perceptions culture, climate, & expectations varied	<input type="checkbox"/>	
Facilities, safe environment	<input type="checkbox"/>	increased parent survey participation
Increased collaboration & administrative support; staff feel supported & respected	<input type="checkbox"/>	increased communication regarding student expectations & achievement
High expectations & focus on RTI and meeting student needs	<input type="checkbox"/>	Consistent, two-way communication; multiple formats to communicate with staff
Staff communication regarding students to ensure students are successful	<input type="checkbox"/>	
Student Support Team (504, Dyslexia, etc.)	<input type="checkbox"/>	Increased teacher collaboration & staff involvement in planning
	<input type="checkbox"/>	Teacher leaders to help lead meetings & foster communication
Vertical teaming & data disaggregation	<input type="checkbox"/>	Gift and Talented Program
Rankin ISD is student-centered	<input type="checkbox"/>	Emergency Communication
Engaged in purposeful planning to address student needs & increase instructional time (PLC)	<input type="checkbox"/>	revisited schedules & added instructional time to improve student achievement

**Areas of need include:**

Continued SBDM committee involvement to evaluate school, student needs
Purposeful, relevant staff meetings (teacher leaders)
Increased collaboration with staff & parents to maintain high expectations of students
Consistent, two-way, & timely communication
Increased parent survey participation....Guardian Program is being added.

## Curriculum, Instruction

The following data was reviewed in relation to Curriculum, Instruction

<u>TEKS RS documents</u>	<input type="checkbox"/> <u>Eduphoria data</u>
<u>Materials from staff planning &amp; faculty meetings</u>	<input type="checkbox"/> <u>report cards</u>
<u>surveys</u>	<input type="checkbox"/> <u>data accountability tables</u>
<u>CBAs, unit tests, TPRI, iStation, etc. results</u>	<input type="checkbox"/> <u>graduation plans</u>
<u>master schedules</u>	<input type="checkbox"/> <u>ACT, SAT, PSAT, results</u>

Upon review of these data, several finding were noted. These findings include:

### Strengths

- ☐ ELA support to target at-risk students; reading rounds & reading PBL; 2 book fairs
- ☐ overall student progress
- ☐ vocational programs with certification opportunities (welding, BIM, CPR,)
- ☐ vertical curriculum alignment
- ☐ tools for data disaggregation process
- ☐ supplemental instructional support for identified students
- ☐ ACT Testing Available in Rankin
- ☐ increased use of iStation, IRead
- ☐ implementing Summer Bridge Program to help students become College & Career Ready
- ☐ ECHS fully implemented; advanced courses,

### Needs

- ☐ Eduphoria training
- ☐ instructional strategies to target at-risk students, including Hispanic, ELL, & sped students
- ☐ Tier III targeted instruction
- ☐ 4<sup>th</sup> grade curriculum resources
- ☐ For writing
- ☐ better use of data disaggregation to drive instruction
- ☐ vertical alignment of curriculum & instruction; TEKS RS
- ☐ consistent ICU implementation - student expectations
- ☐ Continued support for all at-risk student needs
- ☐

Areas of need include:

<u>Better use of data disaggregation to drive instruction; eduphoria PD</u>
<u>Continued Vertical Alignment of Curriculum &amp; Instruction; TEKS RS</u>
<u>Strategies to support ESL students and foster academic language development</u>
<u>Add Rosetta Stone software for ESL ///Add Imagine Reading and Brain Pop///Hire a Spanish Teacher</u>

## Technology

**The following data was reviewed in relation to Technology**

technology plan & policy	<input type="checkbox"/> surveys
technology inventory	<input type="checkbox"/> 1:1 contract
PD/training attendance	<input type="checkbox"/>

**Upon review of these data, several findings were noted. These findings include:**

Strengths	Needs
student access to technology, online learning opportunities	<input type="checkbox"/> staff training for instructional technology
Technology director to support use of technology	<input type="checkbox"/> keyboarding for grades 4-6 (use Easy Tech Learning.com)
technology inventory in classrooms	<input type="checkbox"/> TI Inspire training
abundant resources for teachers & students	<input type="checkbox"/> PD & support for new hires
1:1 initiative at HS	<input type="checkbox"/> Classroom management & expectations student use of technology (cell phones)
1:1 for grades 3-5	<input type="checkbox"/> Cell phone management
	JH Shop Classes

**Areas of need include:**

Training to increase utilization of available instructional technology; support for new hires

Classroom management & expectations for student use of technology

Policy & consistent enforcement of policy regarding student use of cell phones & technology

Hot Spots for students to check out with no internet at home /// Adding Robotics for 2019 school year

## Areas to Celebrate 2018-2019

	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	MATH	High Percent passing scores in MATH	STAAR scores
	Hispanic Students			
	Eco Disadvantage	College Classes	Several students on track to complete core hours and 3 on track to earn an associate's degree by graduation.	College Class Enrollment
	Social/ Emotional	Extracurricular	Addition of Volleyball to girls program. Addition of JH/HS Robotics Program.	

6-12 Students	Subjects	Extracurricular	Marching Band Participation	Will march in UIL Marching Contest after 16 year absence.
Community	Community Engagement		Meet the Teacher Night Increase participation	Sign-IN Sheets
			Midkiff Community Outreach	Positive Feedback from attendees

## ESSA Goal 1, Objective 1

**"Ensure Success for All Students and Every Student Succeeds"**

**ESSA Goal 1:** Rankin High School will provide a rigorous, well -balanced curriculum founded on high academic standards that ensures students will reach their full potential.

**Objective1:** All student instruction will be based upon a distinctive and exemplary curriculum.

**Summative Evaluation:** Academic Achievement Records

Action Strategies		Student Populations	Person(s) Responsible	Responsible Human/Material	Budget Code & Amount	Implementation Timeline	Formative Evaluation	Sample Documentation
1.1.1	Encourage and expand advanced level courses, college preparatory courses, and dual credit courses	All	Administrators Counselor Teachers	Campus & District Committees Special Curricula		Annually	Committee Agendas Course Offering	Master Schedules Course Roster Early College Classes
1.1.2.	Encourage and expand opportunities for introductory and advanced Career, Technology, Vocational and Life-Skills courses	All	Administrators Counselor Teachers	Special Committees Special Curricula		Annually	Master Schedule Course Roster	Course Offerings brochure
1.1.3	Provide accelerated instruction to address the needs of all students through supplemental computer programs and scheduling changes to provide for extended learning time	All	Administrators Counselor Teachers	Special Committees Special Curricula		Each Grading Period	Committee Agendas Course Syllabi Assessment Reports	Accelerated Instruction Plans Tutorial Sign-in Sheets

1.1.4	Encourage and increase participation in University Interscholastic League events & Academic extracurricular activities	All	Administrators Counselor UIL Coordinator Teachers	UIL Coaches UIL Materials Volunteers		Annually	Participation Logs Practice Schedules	Contest Schedule Participation Summaries
1.1.5	Provide opportunities for students to participate in social development programs such as character education and conflict resolution. Educate students in the prevention of drunk driving, suicide, dating violence, and sexual abuse.	All	Administrators Counselor Teachers	Red Ribbon Week Positive Discipline Domestic Violence/Bullying Presentations Teen Success Messaging		Annually	Participation Schedules	Schedules Lesson Plans Summaries
1.1.6	Students in grades KG-8 will participate In a School Coordinated Health Program based on fitness data; academic performance data; attendance rates; percentage of economically disadvantaged students; use and success of any method to ensure that students participate in physical activity; and any other indicator recommended by the SHAC	KG-8	Campus Admin Health/PE Teachers SHAC	Sex Education Health Program Big Decisions- Texas Tech BienStar "Fuel Up to play 60" Camfel		Annually	Teacher Observation	Lesson Plans

Budget Codes:		School wide Components	
LCL: Local	T-IC: Migrant	CNA: Comprehensive Needs Assessment	IPI: Increase Parental Involvement
BIL: Bilingual	T-IV: Title IV Safe and Drug Free	STS: School Reform Strategies	TPN: Transition to Grade or School
T-IA: Title 1, Part A	T-V: Title V innovative	THQ: Teaching by Highly effective Staff	TIA: Teacher Inventory of Assessment
T-1D Title1, Part D	SPE: Special Education	QPC: Quality Professional Development	MMA: Monitoring for Mastery Assistance
T-IIA: Title II, Part A	SCE: Sate Compensatory Education	RHQ: Recruiting Highly effective	CIS: Coordination/integration of Services

## ESSA Goal 1, Objective 2

**“Ensure Success for All Student and Every Student Succeeds”**

ESSA Goal 1:	Rankin High School will provide a rigorous, well -balanced curriculum founded on high academic standards that ensures students will reach their full potential.
Objective 2:	All students will achieve the standard Met Expectations on all state assessments.
Summative Evaluation:	Academic Achievement Records

Action Strategies		Student Populations	Person(s) Responsible	Responsible Human/Material	Budget Code & Amount	Implementation Timeline	Formative Evaluation	Sample Documentation
1.2.1	Implement a scientifically research-based curriculum through solid and efficient Instruction& monitor student performance to adjust instruction as needed; promote vertical alignment to aid student transition to different grade levels	All	Administrators Counselor Teachers	Region 18 ESC Curriculum Council TEKS Curriculum		Annually	Observations, Instructional focus visits data, and staff surveys	Survey Analysis
1.2.2	Disaggregate student assessment data by all subgroups to identify strengths and areas of concern (i.e. Hispanics - mathematics, Econ-	All	Administrators Counselor Teachers	Region 18 ESC Curriculum Council AEIS report		Annually	Disaggregated Data Data Summary	Comprehensive Needs Assessment

	Disadvantage- Science) and provide effective and timely assistance to students							
1.2.3	Assess student performance using benchmark assessments and/or teacher made objective assessments; utilize cross-curricular planning to provide student intervention and remediation as highly effective	All	Administrators Counselor Teachers	Special Committees Benchmark and other assessments		Each Grading Period	Student Profiles Assessments Instruments	Assessment Calendar
1.2.4	Provide modified instruction, strategies, and scheduling to address the needs of all students and especially special education and ESL/LEP students to ensure academic success and proficiency in reading/ELA & mathematics	All	Administrators Counselor Teachers	Region 18 ESC Curriculum Council Special Committees		Each Grading Period	Reduced Failures	Report Cards
1.2.5	Provide TAIS Guidance for engaging in data analysis, needs assessment, improvement planning, and implementation and monitoring	All	Administrators Counselor Teachers	Special Committees		Annually	Disaggregated Data Data Summary	Target Improvement Plan

1.2.6	Strengthen Tier 1 instruction to improve overall passing rate in Hispanic and Eco-disadvantage students in all core subjects	Hispanic/Eco-Disadvantage	Administrators Counselor Teachers	Core Classroom Teachers		Each Grading Period	Disaggregated Data Data Summary	Report Cards
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<b>Budget Codes:</b>	
LCL: Local	T-IC: Migrant
BIL: Bilingual	T-IV: Title IV Safe and Drug Free
T-IA: Title 1, Part A	T-V: Title V innovative
T-1D Title1, Part D	SPE: Special Education

<b>School Wide Components</b>	
CNA: Comprehensive Needs Assessment	IPI: Increase Parental Involvement
STS: School Reform Strategies	TPN: Transition to Grade or School
THQ: Teaching by Highly effective Staff	TIA: Teacher Inventory of Assessment
QPC: Quality Professional Development	MMA: Monitoring for Mastery Assistance
RHQ: Recruiting Highly effective	CIS: Coordination/integration of Services

## ESSA Goal 1, Objective 3

**“Ensure Success for All Student and Every Student Succeeds”**

ESSA Goal 1: Rankin High School will provide a rigorous, well -balanced curriculum founded on high academic standards that ensure students will reach their full potential.

Objective3: All Students will be provided access to regular and special programs

Summative Evaluation: Academic Achievement Records

Action Strategies		Student Populations	Person(s) Responsible	Responsible Human/Material	Budget Code & Amount	Implementation Timeline	Formative Evaluation	Sample Documentation
1.3.1	Implement pre-referral process (RTI) and procedural forms to monitor student progress& provide effective and timely assistance to students who experience difficulty mastering content and performance standards	All	Diagnostician Administrators Counselor Teachers	Region 18 ECS Pecos River Valley COOP Special Ed. Review Team SRIT		Annually	Committee Agendas	Pre-referral Process Procedural Forms
1.3.2	Review and analyze student performance data to determine the validity of Special Education, 504, Dyslexia, G/T, ESL program referral	All	Administrators Counselor Teachers	Region 18 ECS Pecos River Valley Special Ed. Review Team SRIT		Each Grading Period	PBMAS Assessment Results Committee Agendas	Procedural Forms Program Records
1.3.3	Review and analyze student enrollment records to identify Limited English Speakers, Migrant students, and Homeless students.	All	Administrators Counselor Secretaries	Region 18 ECS Special Committees		Annually	Committee Agendas Home Language Surveys	LPAC Minutes Program Records

1.3.4	Monitor and adjust accelerated instruction plans according to the needs of students identified as: At Risk, ESL, Dyslexic, Homeless, Migrant, Title 1, Pregnant, etc. 2018-2019 Elementary has paraprofessional in Pre-K and Kinder. Also, addition of Math and Reading Interventionist for grade K-5	All	Administrators Counselor Teachers Instructional Support Staff	Region 18 ECS Special Committees Student Profiles		Each Grading Period	Committee Agendas Accelerated Instruction Plans	Student Profiles
1.3.5	Analyze ESL and G/T program evaluations for identification, student assessment, program design, and student needs. Add certified teachers	LEP and Gifted and Talented	Administrators LPAC and G/T Committees Teachers	Region 18 ESC Special Committees Procedural Forms		Annually	Program Evaluations Committee Agendas PBMAS	Procedural Forms Program Records

<b>Budget Codes:</b>	
LCL: Local	T-IC: Migrant
BIL: Bilingual	T:IV: Title IV Safe and Drug Free
T-IA: Title 1, Part A	T-V: Title V innovative
T-1D Title1, Part D	SPE: Special Education

<b>School Wide Components</b>	
CNA: Comprehensive Needs Assessment	IPI: Increase Parental Involvement
STS: School Reform Strategies	TPN: Transition to Grade or School
THQ: Teaching by Highly Effective Staff	TIA: Teacher Inventory of Assessment
QPC: Quality Professional Development	MMA: Monitoring for Mastery Assistance
RHQ: Recruiting Highly effective	CIS: Coordination/integration of Services

## ESSA Goal 1, Objective 4

**"Ensure Success for All Students and Every Student Succeeds"**

ESSA Goal 1: Rankin High School will provide a rigorous, well -balanced curriculum founded on high academic standards that ensure students will reach their full potential.

Objective 4: All students will be afforded educational success through regular and special programs.

Summative Evaluation: Academic Achievement Records

Action Strategies		Student Populations	Person(s) Responsible	Responsible Human/Material	Budget Code & Amount	Implementation Timeline	Formative Evaluation	Sample Documentation
1.4.1	Provide the least restrictive environment (LRE) for Special Education Students.	Special Education	Administrators Counselors Teachers ARDC	Special Ed. Review Team Pecos River Valley COOP IEP's		Annually	Program Eval. Student Schedules Student Placement PBMAS	Program Records
1.4.2	Evaluate, monitor, and adjust Special Education and 504 transition plans to enhance academic performance.	Special Education 504 Students	Administrators Counselors Teachers 504 Committee ARDC	Pecos River Valley COOP Special Committees Transition Plans		Annually	Program Evaluations Transition Plans	Program Records
1.4.3	Provide inclusive language support and extended learning opportunities for Limited English Proficient (LEP) Students	Limited English Speaking, Migrant Students	Administrators Counselors Teachers Instructional Support Staff	Region 18 ESC LPAC Committee Instructional Materials		Annually	Program Evaluations	Program Records

1.4.4	Provide Special Ed., 504, Dyslexia, & Pregnancy Related Programs for identified students.	Special Ed., 504, Dyslexic, and Pregnant Students	Administrators Counselors Teachers 504 Committee ARDC	Region 18 ESC Pecos River Valley COOP Special Committee		Annually	Program Evaluations Student Schedules	Program Records
1.4.5	Provide a differentiated curriculum and/or accelerated instruction for LEP students	Limited English Speaking	Administrators Counselors Teachers	LPAC Committee		Annually	Program Evaluations Curriculum Materials	Program Records
1.4.6	Provide a differentiated curriculum and/or accelerated instruction for Gifted and Talented Students to include fully implemented identification and inclusionary programs for Rankin High School students based on Texas Performance Standards	G/T Students	Administrators Counselors Teachers	G/T Cooperative Instructional Materials		Annually	Program Evaluations Curriculum Materials	Program Records
1.4.7	Provide Parent/Student outreach programs to target LEP/Migrant students	Hispanic/LEP/Migrant	Administrators Counselors Teachers	Administrators Counselors		Annually	Program Evaluations	Program Records
1.4.8	Provide state approved Pre-K curriculum Frog Street Press and conduct Circle -CLI Engage Assessments	Pre-K Students	Administrators Pre-K Teacher	Pre-K Teacher and Pre-K Classroom Aide		Annually	Program Evaluations Curriculum Materials	Program Records

<b>LCL: Local</b>	<b>Budget Codes:</b>
<b>BIL: Bilingual</b>	<b>T-IC: Migrant</b>
<b>T-IA: Title 1, Part A</b>	<b>T: IV: Title IV Safe and Drug Free</b>
<b>T-1D Title1, Part D</b>	<b>T-V: Title V innovative</b>
	<b>SPE: Special Education</b>

<b>School Wide Components</b>	
<b>CNA: Comprehensive Needs Assessment</b>	<b>IPI: Increase Parental Involvement</b>
<b>STS: School Reform Strategies</b>	<b>TPN: Transition to Grade or School</b>
<b>THQ: Teaching by Highly Effective Staff</b>	<b>TIA: Teacher Inventory of Assessment</b>
<b>QPC: Quality Professional Development</b>	<b>MMA: Monitoring for Mastery Assistance</b>
<b>RHQ: Recruiting Highly effective</b>	<b>CIS: Coordination/integration of Services</b>

## ESSA Goal 1, Objective 5

**“Ensure Success for All Student and Every Student Succeeds”**

**ESSA Goal 1:** Rankin High School will provide a rigorous, well -balanced curriculum founded on high academic standards that ensure students will reach their full potential.

**Objective 5:** The District will maintain a minimum 97% attendance rate in order to make adequate yearly progress.

**Summative Evaluation:** Academic Achievement Records

Action Strategies		Student Populations	Person(s) Responsible	Responsible Human/Material	Budget Code & Amount	Implementation Timeline	Formative Evaluation	Sample Documentation
1.5.1	Increase student attendance through increased teacher and parent communication via annual home letters and bi-weekly communication in school's newspaper	All	Administrators Attendance Committees Teachers	Student-Parent Handbook School Volunteers Varied Incentives		Daily	Campus Newsletters Communication Log	Attendance Records
1.5.2	Maintain an incentive program to increase student attendance.	All	Administrators Attendance Committees Teachers	Student-Parent Handbook School Volunteers Varied Incentives		Daily	Monitoring of Attendance Reports	Attendance Records
1.5.3	Identify and intervene with students exhibiting attendance concerns.	All	Administrators Attendance Committees Teachers	Student-Parent Handbook School Volunteers Varied Incentives		Daily	Monitoring of Attendance Reports	Attendance Records

1.5.4	Provide varied learning opportunities for students exhibiting attendance concerns.	All	Administrators Attendance Committees Teachers	Student-Parent Handbook School Volunteers Varied Incentives		Daily	Monitoring of Attendance Reports	Attendance Records
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<b>Budget Codes:</b>	
LCL: Local	T-IC: Migrant
BIL: Bilingual	T: IV: Title IV Safe and Drug Free
T-IA: Title 1, Part A	T-V: Title V innovative
T-1D Title1, Part D	SPE: Special Education

<b>School Wide Components</b>	
CNA: Comprehensive Needs Assessment	IPI: Increase Parental Involvement
STS: School Reform Strategies	TPN: Transition to Grade or School
THQ: Teaching by Highly Effective Staff	TIA: Teacher Inventory of Assessment
QPC: Quality Professional Development	MMA: Monitoring for Mastery Assistance
RHQ: Recruiting Highly effective	CIS: Coordination/integration of Services

## ESSA Goal 1, Objective 6

**“Ensure Success for All Student and Every Student Succeeds”**

**ESSA Goal 1:** Rankin High School will provide a rigorous, well -balanced curriculum founded on high academic standards that ensure students will reach their full potential.

**Objective 6:** All Students will maintain a zero percent dropout rate and graduate from high school.

**Summative Evaluation:** Academic Excellence Indicator System

Action Strategies		Student Populations	Person(s) Responsible	Responsible Human/Material	Budget Code & Amount	Implementation Timeline	Formative Evaluation	Sample Documentation
1.6.1	Develop and administer personal graduation plans for all students grades 9-12.	All	Administrators Counselors	Texas Education Code (TEC) Special Committees Specific Curricula		Daily	Student Profiles Student Schedules	Personal Graduation Plans
1.6.2	Provide innovative methods to promote student advancement according to personal graduation plans.	All	Administrators Counselors Teachers	Texas Education Code (TEC) Special Committees Specific Curricula		Daily	Student Profiles Student Schedules	Academic Achievement Records
1.6.3	Provide equitable access to programs and services to all students, including: At-Risk, Limited English Proficient, Dyslexic, Gifted and Talented, Homeless, Pregnant.	All	Administrators Counselors Teachers	Texas Education Code (TEC) Region 18 ESC Special Committees		Daily	Student Profiles Program Rosters	Academic Achievement Records

1.6.4	Provide developmental guidance and counseling for all students, so that students make informed curriculum choices promoting success beyond high school and provide information regarding higher education issues (admissions & financial aid opportunities) for students and parents	All	Administrators Counselors	Region 18 ESC Professional Library Web Sources		Daily	Guidance Calendar Newsletters	Program Records
1.6.5	Improve Career in Technology Education and Vocational Education Programs	HS	Administrators Counselors CATE teachers	Region 18 ESC Region 19 ESC Special Committees		Daily	Course records Certifications Attempted Articulated classes	Programs Records PEIMS

**Budget Codes:**  
**LCL:** Local  
**BIL:** Bilingual  
**T-IA:** Title 1, Part A  
**T-1D** Title1, Part D  
**T-IC:** Migrant  
**T: IV:** Title IV Safe and Drug Free  
**T-V:** Title V innovative  
**SPE:** Special Education

**School Wide Components**  
**CNA:** Comprehensive Needs Assessment  
**STS:** School Reform Strategies  
**THQ:** Teaching by Highly effective Staff  
**QPC:** Quality Professional Development  
**RHQ:** Recruiting Highly effective  
**IPI:** Increase Parental Involvement  
**TPN:** Transition to Grade or School  
**TIA:** Teacher Inventory of Assessment  
**MMA:** Monitoring for Mastery Assistance  
**CIS:** Coordination/integration of Services

## ESSA Goal 1, Objective 7

### “Ensure Success for All Student and Every Student Succeeds”

ESSA Goal 1: Rankin High School will provide a rigorous, well -balanced curriculum founded on high academic standards that ensure students will reach their full potential.

Objective 7: All professionals and paraprofessionals with direct student contact will be State Certified.

Summative Evaluation: Personnel Records Summary

Action Strategies		Student Populations	Person(s) Responsible	Responsible Human/Material	Budget Code & Amount	Implementation Timeline	Formative Evaluation	Sample Documentation
1.7.1	Develop and implement strategic plan and recruitment procedures to attract and retain qualified professionals and paraprofessionals. (100% of teachers are HE for the positions they hold. Should circumstances change, parents would be notified if their child's teacher was not HE, and the district would assist the teacher in efforts to meet HE requirements.)	All	Superintendent Administrators School Board	Texas Association of School Boards Region 18 ESC Job Fairs		Annually	HE yearly report	Recruiting Report
1.7.2	All teachers will be subject to an annual performance review in accordance with the T-TESS or an alternative Annual Review Process	All	Campus Administrators	T-TESS Form Modified T-TESS Forms		Annually	T-TESS Summative Report T-TESS Summative Report	T-TESS and MT-TESS forms

1.7.3	Maintain district exit procedures, including exit interview and inventory checklist.	All	Superintendent Administrators Central Office and Staff	Texas Association of School Boards Region 18 ESC		Annually	Exit Interview Questions	Exit Interview Report
1.7.4	Provide and analyze faculty and staff surveys to determine district needs relative to improving teaching (professional development) and staffing (ensuring that the most highly effective teachers & paraprofessionals instruct low achieving students)	All	Superintendent Administrators Central Office and Staff	Region 18 ESC Campus Site- Based Committee		Annually	Professional Needs Survey	Needs Survey Analysis

<b>Budget Codes:</b>	
<b>LCL: Local</b>	<b>T-IC: Migrant</b>
<b>BIL: Bilingual</b>	<b>T: IV: Title IV Safe and Drug Free</b>
<b>T-IA: Title 1, Part A</b>	<b>T-V: Title V innovative</b>
<b>T-1D Title1, Part D</b>	<b>SPE: Special Education</b>

<b>School Wide Components</b>	
<b>CNA: Comprehensive Needs Assessment</b>	<b>IPI: Increase Parental Involvement</b>
<b>STS: School Reform Strategies</b>	<b>TPN: Transition to Grade or School</b>
<b>THQ: Teaching by Highly effective Staff</b>	<b>TIA: Teacher Inventory of Assessment</b>
<b>QPC: Quality Professional Development</b>	<b>MMA: Monitoring for Mastery Assistance</b>
<b>RHQ: Recruiting Highly effective</b>	<b>CIS: Coordination/integration of Services</b>

## ESSA Goal 1, Objective 8

**"Ensure Success for All Student and Every Student Succeeds"**

ESSA Goal 1:	Rankin High School will provide a rigorous, well -balanced curriculum founded on high academic standards that ensure students will reach their full potential.
Objective 2:	The district will provide high-quality professional development designed by teachers, principals, and other staff to improve teaching and learning.
Summative Evaluation:	Professional Development Records

Action Strategies		Student Populations	Person(s) Responsible	Responsible Human/Material	Budget Code & Amount	Implementation Timeline	Formative Evaluation	Sample Documentation
1.8.1	Provide sustained professional development for all professional and paraprofessionals to ensure that students' difficulties are identified on a timely basis and provided effective assistance	All	Superintendent Administrators Central Office	Region 18 ESC Professional Organizations	LCL	Annually	Attendance Records and Evaluations	Professional Development Plans
1.8.2	Provide Professional development concerning properly constituted ARDC meetings, required components of an IEP, implementation of accommodations and modifications	Special Education	Special Education Review Team	Region 18 ESC Professional Organizations Pecos River Valley COOP	LCL	Annually	Attendance Records and Evaluations	Professional Development Plans
1.8.3	Provide professional development in G/T strategies and integration of instructional technology in teaching and learning.	All	Administrators Central Office Counselors	Region 18 ESC Campus Committee	LCL	Annually	Attendance Records and Evaluations	Professional Development Plans

1.8.4	Provide professional development to assist instructional staff in meeting the needs of diverse learners including: At-Risk, ESL, G/T, 504, Dyslexia, Migrant, Homeless, and Pregnancy Related	All Special Program Students	Administrators Central Office Counselors	Texas Education Agency Region 18 Esc Pecos River Valley COOP	LCL	Annually	Attendance Records and Evaluations	Professional Development Plans
1.8.5	Provide professional development on the pre-referral process, related services, placement options, and least restrictive environment, as well as identification of learning and academic difficulties and TBSI	All	Special Education Director Administrators Central Office	Region 18 ESC Pecos River Valley COOP		Annually	Attendance Records and Evaluations	Professional Development Plans

<b>LCL:</b> Local	<b>Budget Codes:</b>
<b>BIL:</b> Bilingual	<b>T-IC:</b> Migrant
<b>T-IA:</b> Title 1, Part A	<b>T:</b> IV: Title IV Safe and Drug Free
<b>T-1D</b> Title1, Part D	<b>T-V:</b> Title V innovative
<b>T-11A:</b> Title 11, Part A	<b>SPE:</b> Special Education
	<b>SCE:</b> State Compensatory Education

School Wide Components	
<b>CNA:</b> Comprehensive Needs Assessment	<b>IPI:</b> Increase Parental Involvement
<b>STS:</b> School Reform Strategies	<b>TPN:</b> Transition to Grade or School
<b>THQ:</b> Teaching by Highly effective Staff	<b>TIA:</b> Teacher Inventory of Assessment
<b>QPC:</b> Quality Professional Development	<b>MMA:</b> Monitoring for Mastery Assistance
<b>RHQ:</b> Recruiting Highly effective	<b>CIS:</b> Coordination/integration of Services

## ESSA Goal 2, Objective 1

**“Ensure Success for All Student and Every Student Succeeds”**

ESSA Goal 2: Rankin High School will maintain a positive, safe, disciplined, and drug-free environment conducive to learning.

Objective 1: All Students will be provided a safe and secure learning environment.

Summative Evaluation: Safe Schools Survey Results

Action Strategies		Student Populations	Person(s) Responsible	Responsible Human/Material	Budget Code & Amount	Implementation Timeline	Formative Evaluation	Sample Documentation
2.1.1	Review district policies and Code of Conduct based on legislative changes	All	Superintendent Administrators Central Office	TEC Revisions Texas Association of School Boards	LCL	Annually, in August	Revised Policies Public Awareness	Approved Policies and Code of Conduct
2.1.2	Provide staff, student, parent, and community awareness of changes related to discipline and the approved policies and Code of Conduct	All	Superintendent Administrators Central Office	Texas Education code Revisions Texas Association of School Boards	LCL	Annually, in August	Acknowledgement of Consent	News Articles Code of Conduct
2.1.3	Conduct safety inspections each year. Review Fire Safety Plans and Crisis Intervention Plans	All	Superintendent Administrators School Board	Region 18 ESC Safety Handbook Health Advisory Committee	LCL	Annually, during First Semester	Report to School Board	School Board Agenda

2.1.4	Provide staff, student, parent, and community awareness and training in outlined violence prevention & crisis intervention procedures, suicide prevention, conflict resolution, and discipline management	All	Administrators Central Office Community Groups	Region 18 ESC Community Organizations Crisis Plan	LCL	Monthly, during Second Semester	Training Calendar News Articles	Training Records
2.1.5	Provide staff, student, parent, and community awareness and training in character education.	All	Administrators Counselor Teachers	Positive Discipline Character Counts	LCL	Ongoing Throughout the Year	Public Awareness	Observations and Program Surveys
2.1.6	Drug and Alcohol awareness activities	All	Campus counselor & administrators	SHAC Committee Drug Survey Red Ribbon Week	LCL	Ongoing throughout the year	Public Awareness	
2.1.8	Educate all student on David's Law and have training on how to report bullying.	ALL	Campus Counselor and Administrators	Online Program	LCL	Ongoing throughout the year	Acknowledgement of Consent	
2.1.9	Provide Secondary Students with Bully, Cyberbullying, and Sexting Awareness/Prevention activities	7 <sup>th</sup> -12 <sup>th</sup> Grade	Campus counselor & administrators	SHAC Committee Red Ribbon Week	LCL	Ongoing throughout the year	Public Awareness	
2.2.0	Students in grades 7-12 who participate in extracurricular activities will be required to submit to drug/alcohol testing	7 <sup>th</sup> -12 <sup>th</sup> Grade	Administrators Athletic Director	Southwest Consortium		Ongoing throughout the year	Acknowledgement of Consent	Testing Results

2.2.1	Rankin ISD Campus will become "Guardian Campuses" to protect its students and staff.	ALL	Superintendent	Superintendent/ School Board	LCL	Ongoing throughout the year	Public Awareness	
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<b>Budget Codes:</b> LCL: Local BIL: Bilingual T-IA: Title 1, Part A T-1D Title1, Part D T-11A: Title 11, Part A		T-IC: Migrant T: IV: Title IV Safe and Drug Free T-V: Title V innovative SPE: Special Education SCE: State Compensatory Education
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<b>School Wide Components</b> CNA: Comprehensive Needs Assessment STS: School Reform Strategies THQ: Teaching by Highly effective Staff QPC: Quality Professional Development RHQ: Recruiting Highly effective		IPI: Increase Parental Involvement TPN: Transition to Grade or School TIA: Teacher Inventory of Assessment MMA: Monitoring for Mastery Assistance CIS: Coordination/integration of Services
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## ESSA Goal 2, Objective 2

**“Ensure Success for All Student and Every Student Succeeds”**

ESSA Goal 2: Rankin High School will maintain a positive, safe, disciplined, and drug-free environment conducive to learning.

Objective 2: All students will be provided access to facilities that are maintained and orderly.

Summative Evaluation: Facilities Plan and Reports

Action Strategies		Student Populations	Person(s) Responsible	Responsible Human/Material	Budget Code & Amount	Implementation Timeline	Formative Evaluation	Sample Documentation
2.2.1	Develop a facilities plan and/or timeline	All	Superintendent Maintenance Supervisor	Board of Trustees District Goals	LCL	Annually	Facilities Plan and/or Timeline	Facilities Plan implementation Records
2.2.2	Ensure all school facilities are compliant with the Americans Disabilities Act (ADA)	All	Superintendent Maintenance Supervisor	Health Department and other Safety Organizations	LCL	Monthly	ADA Compliance Checklist	ADA Compliance Report
2.2.3	Evaluate and update the Integrated Pest Management (IPM) Plan for the district	All	Superintendent Maintenance Supervisor	Health Department and Safety Organizations	LCL	Monthly	IPM Meeting and Training Agendas	IPM Notices and Records
2.2.4	Schedule and complete routine facility reviews and “safety walkabouts”	All	Superintendent Maintenance Supervisor	Region 18 ESC Health Department and other Safety Organization	LCL	Monthly	Review and Walkabout Schedule	Safety Reports and Records.

<b>Budget Codes:</b> <b>LCL: Local</b> <b>BIL: Bilingual</b> <b>T-IA: Title 1, Part A</b> <b>T-1D Title1, Part D</b> <b>T-11A: Title 11, Part A</b>				<b>School Wide Components</b> <b>CNA: Comprehensive Needs Assessment</b> <b>STS: School Reform Strategies</b> <b>THQ: Teaching by Highly effective Staff</b> <b>QPC: Quality Professional Development</b> <b>RHQ: Recruiting Highly effective</b>				
<b>T-IC: Migrant</b> <b>T: IV: Title IV Safe and Drug Free</b> <b>T-V: Title V innovative</b> <b>SPE: Special Education</b> <b>SCE: State Compensatory Education</b>				<b>IPI: Increase Parental Involvement</b> <b>TPN: Transition to Grade or School</b> <b>TIA: Teacher Inventory of Assessment</b> <b>MMA: Monitoring for Mastery Assistance</b> <b>CIS: Coordination/integration of Services</b>				

## ESSA Goal 3, Objective 1

**“Ensure Success for All Student and Every Student Succeeds”**

ESSA Goal 3: The District will partner with parents, guardians, and the community in the education and training of all students.

Objective 1: All parents and guardians will be informed and will be invited to contribute to school planning as well as participate in school meetings.

Summative Evaluation: Community and Parent Surveys and Participation

Action Strategies		Student Populations	Person(s) Responsible	Responsible Human/Material	Budget Code & Amount	Implementation Timeline	Formative Evaluation	Sample Documentation
3.1.1	Provide information (positive/negative) in a timely manner to all parents and guardians so that they might participated as partners in the education of children	All	Administrators Counselors Office Staff	Student-Parent Handbook Code of Conduct Parent Portal on district website	LCL	Annually	School Website, Articles, Newsletters, and Information Letter	Signed Student-Parent-Teacher Compacts
3.1.2	Provide parent and community interaction with school staff and students through varied activities and events by hosting two parent	All	Administrators Counselors Office Staff	Student-Parent Handbook Local Newspaper School Newsletters	LCL	Annually	Calendar of Activities and Events	Interaction Observation and Records

	involvement meetings per campus per year							
3.1.3	Encourage and increase parent and community attendance at meetings pertaining to the academic performance of all students as well as parent-teacher conferences for individual students	All	Administrators Counselors Office Staff	Student-Parent Handbook School Newsletter Correspondence	LCL	Annually	Correspondence Records	Participation Records
3.1.4	Provide Open invitation to all parents and community members to participate in the District Improvement Committee Meetings and SHAC meetings.	All	Administrators Counselors Office Staff	Region 18 ESC Local Newspaper School Newsletters	LCL	Annually	News Articles and Meeting Agendas	Participation Records
3.1.5	Develop an effective and efficient way to notify parents about upcoming events and/or emergencies	All	Administrators Central Office Staff	School Reach Newspaper Newsletters	LCL	Annually ongoing	Records of use of contact medium	Telephone log, newspaper clippings, newsletters
3.1.6	Provide Parent/Student outreach programs to target LEP/Migrant students who reside in the Midkiff Area	Hispanic/LEP/Migrant	Administrators Counselor Teachers	Administrators Counselor	LCL	Once per Semester	Program Evaluations	Program Records

Budget Codes:		School Wide Components	
LCL: Local	T-IC: Migrant	CNA: Comprehensive Needs Assessment	IPI: Increase Parental Involvement
BIL: Bilingual	T: IV: Title IV Safe and Drug Free	STS: School Reform Strategies	TPN: Transition to Grade or School
T-IA: Title 1, Part A	T-V: Title V innovative	THQ: Teaching by Highly effective Staff	TIA: Teacher Inventory of Assessment
T-1D Title1, Part D	SPE: Special Education	QPC: Quality Professional Development	MMA: Monitoring for Mastery Assistance
T-11A: Title 11, Part A	SCE: State Compensatory Education	RHQ: Recruiting Highly effective	CIS: Coordination/integration of Services

## ESSA Goal 3, Objective 2

**“Ensure Success for All Student and Every Student Succeeds”**

**ESSA Goal 3:** The District will be a partner with parents, guardians, and the community in the education and training of all students.

**Objective 2:** All Students will be provided access to facilities that are maintained and orderly.

**Summative Evaluation:**

Action Strategies		Student Populations	Person(s) Responsible	Responsible Human/Material	Budget Code & Amount	Implementation Timeline	Formative Evaluation	Sample Documentation
3.2.1	Promote partnerships with parents, businesses, and community members for through communication.	All	Administrators Central Office Counselors Teachers	Region 18 ESC School Website Newspaper Articles	LCL	Annually	Communication and Invitations	Information Provided
3.2.2	Invite parents and community members to preview textbook, adoptions, sex-ed curriculum, and attend open house	All	Programs Director, Counselors, Campus Administration	Locally proposed materials	LCL	Annually	Adopted materials	Sign-in sheets

**LCL:** Local  
**BIL:** Bilingual  
**T-IA:** Title 1, Part A  
**T-1D:** Title 1, Part D  
**T-11A:** Title 11, Part A

**Budget Codes:**  
**T-IC:** Migrant  
**T:** IV: Title IV Safe and Drug Free  
**T-V:** Title V innovative  
**SPE:** Special Education  
**SCE:** State Compensatory Education

### School Wide Components

**CNA:** Comprehensive Needs Assessment  
**STS:** School Reform Strategies  
**THQ:** Teaching by Highly effective Staff  
**QPC:** Quality Professional Development  
**RHQ:** Recruiting Highly effective

**IPI:** Increase Parental Involvement  
**TPN:** Transition to Grade or School  
**TIA:** Teacher Inventory of Assessment  
**MMA:** Monitoring for Mastery Assistance  
**CIS:** Coordination/integration of Services

### Area of Focus: STAAR Writing

Group	# Of Test	# approaches Grade Level/ELL Met Progress	# Meets Grade Level or Above	# Master Grade Level	% approaches Grade Level/ELL Met Progress	% Meets Grade Level or Above	% Master Grade Level
All	50	30	23	2	80%	24%	4%
African American	1	1	0	0	100%	0%	0%
Hispanic	21	10	5	2	48%	24%	10%
White	28	19	7	0	68%	25%	0%
American Indian	0	0	0	0	0	0	0
Two-More Races	0	0	0	0	0	0	0
SPED	6	1	0	0	17%	0%	0%
ECO DIS	20	10	4	0	50%	20%	0%
ELL	4	2	1	0	50%	25%	0%

2019 Goal - 5% Increase Approaches, 4% Increase Meets, 2% Increase Masters

### Area of Focus: STAAR Science

Group	# Of Test	# approaches Grade Level/ELL Met Progress	# Meets Grade Level or Above	# Master Grade Level	% approaches Grade Level/ELL Met Progress	% Meets Grade Level or Above	% Master Grade Level
All	49	35	19	5	71%	39%	10%
African American	0	0	0	0	0	0	0
Hispanic	28	19	10	2	68%	36%	7%
White	19	14	8	3	74%	36%	7%
American Indian	1	1	1	0	100%	100%	0%
Two-More Races	1	0	0	1	100%	0%	0%
SPED	4	1	1	1	25%	25%	25%
ECO DIS	23	14	9	2	17%	0%	0%
ELL	6	1	0	0	61%	39%	9%

2019 Goal 5% Increase Approaches, 4% Increase Meets, 2% Increase Masters

### Area of Focus: STAAR Reading/ELA

Group	# Of Test	# approaches Grade Level/ELL Met Progress	# Meets Grade Level or Above	# Master Grade Level	% approaches Grade Level/ELL Met Progress	% Meets Grade Level or Above	% Master Grade Level
All	158	124	70	19	78%	44%	12%
African American	1	1	0	1	100%	0%	0%
Hispanic	72	55	28	0	76%	39%	0%
White	83	66	41	19	80%	49%	23%
American Indian	1	1	0	0	100%	0%	0%
Two-More Races	1	1	1	0	100%	100%	0%
SPED	12	5	2	1	42%	17%	8%
ECO DIS	63	45	24	2	71%	38%	3%
ELL	11	9	3	0	82%	27%	0%

2019 Goal 4% Increase Approaches, 4% Increase Meets, 2% Increase Masters

### Area of Focus: Mathematics

Group	# Of Test	# approaches Grade Level/ELL Met Progress	# Meets Grade Level or Above	# Master Grade Level	% approaches Grade Level/ELL Met Progress	% Meets Grade Level or Above	% Master Grade Level
All	140	117	62	19	84%	44%	14%
African American	1	1	0	0	100%	0%	0%
Hispanic	63	48	21	2	76%	33%	3%
White	74	66	39	17	89%	53%	23%
American Indian	1	1	1	0	100%	100%	0%
Two-More Races	1	1	1	0	100%	100%	0%
SPED	14	8	4	1	57%	29%	7%
ECO DIS	60	45	21	3	75%	35%	0%
ELL	15	11	5	0	73%	33%	0%

2019 Goal 2% Increase Approaches, 4% Increase Meets, 2% Increase Masters

Area of Focus: STAAR Social Studies

<b>Group</b>	<b># Of Test</b>	<b># approaches Grade Level/ELL Met Progress</b>	<b># Meets Grade Level or Above</b>	<b># Master Grade Level</b>	<b>% approaches Grade Level/ELL Met Progress</b>	<b>% Meets Grade Level or Above</b>	<b>% Master Grade Level</b>
<b>All</b>	<b>35</b>	<b>23</b>	<b>13</b>	<b>4</b>	<b>66%</b>	<b>37%</b>	<b>11%</b>
<b>African American</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Hispanic</b>	<b>18</b>	<b>10</b>	<b>4</b>	<b>0</b>	<b>56%</b>	<b>22%</b>	<b>0%</b>
<b>White</b>	<b>17</b>	<b>13</b>	<b>9</b>	<b>4</b>	<b>76%</b>	<b>53%</b>	<b>24%</b>
<b>American Indian</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Two-More Races</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>SPED</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>33%</b>	<b>0%</b>	<b>0%</b>
<b>ECO DIS</b>	<b>16</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>56%</b>	<b>19%</b>	<b>6%</b>
<b>ELL</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>20%</b>	<b>0%</b>	<b>0%</b>

Goal 2019 4% Increase Approaches, 4% Increase Meets, 2% Increase Masters

**\*Legend**

<b>Code</b>	<b>Plan</b>	<b>Indicates that the strategy addresses....</b>
<b>AR</b>	At-Risk	The need of students deemed "at-risk" of academic decline.
<b>CE</b>	Compensatory Education	Initiatives supported by these funds---math helping teachers; Small-group Reading improvement and Reading Enrichment. Vietnamese and Chinese itinerant teachers, summer school for LEP student, SOS, bilingual enrichment teachers, at-risk staffing at Title 1 schools.
<b>PI</b>	Parental Involvement	Students' need for support from home and/or the school's use of volunteers
<b>SD</b>	Staff Development	Training needs of teachers and other staff
<b>T</b>	Technology	Tools used to enhance instruction or to facilitate managerial tasks.
<b>T1</b>	Title 1	Federal mandates for school-wide Title 1 programs
<b>VP</b>	Violence Prevention	Prevention and intervention plans for improving student behavior
<b>BP</b>	Bullying Prevention	Prevention of bullying behavior on the District.
<b>STAAR</b>	STAAR passing standards	
<b>EOC</b>	EOC passing standards	

## DIP PART II: ASSURANCE ADDENDUM

### Rankin High School 2018-2019 Campus Improvement Plan

#### Section A – Legal Requirements

Please indicate whether your District has met each of the below legal requirements for your Campus Improvement Plan by placing an "X" in the box next to corresponding requirements.

	Rankin High School has met the legal requirements for Campus Improvement Planning, including institution of a District-level committee to assist the principal in developing, reviewing, and revising the DIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Complete a needs assessment which serves as the basis for the DIP
X	Reviewed or set measurable District performance objectives for all academic excellence indicators for all student populations including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instructions.
X	Identified in the DIP these elements; Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
	Addressed students' needs for special programs-e.g. suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction
X	Included strategies for improving student attendance
X	Included strategies for improving the District's completion rate.
X	Provided for a program to encourage parental and community involvement at the District

✗	Included goals and methods for violence prevention and intervention on District
✗	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
	Reported, coordinated, and integrated all funding sources, for example, Title I and II , and State Compensatory Education (Supported by the district's Financial Services Team).
	Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program and the need for making informed curriculum choices to be prepared for success beyond high school. Provided use of the i-station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten
	IDEA Part B Stimulus - Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities

DIP PART II: ASSURANCE ADDENDUM

Section B -Campus Site Based Committee

Membership Composition of the Site Based Committee			
Name of SBC Member			Position
Adrian Gallardo			Principal
Vicki Templeton			College Classes Director
Loretta Bridges			Teacher
Carrie Templeton			Teacher
Seth Trevino			Teacher
Elidia Gallardo			PEIMS
Kimberly Hawkins			Parent
Site Base Committee Meetings* for 2018-2019			
#	Date	Time	Location
1	8/10/2018	1:30 pm	Rankin ISD Board Room
2	9/26/2018	4 pm	Rankin ISD Board Room
3			
4			
5			

*Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the schools newly released AEIS statistics.*

## DIP PART II: ASSURANCE ADDENDUM

### Section C - Goals

Please indicate whether your District has met each of the below legal requirements for your Campus Improvement Plan by placing a "X" in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
	1) STAAR -5 % increase or 80% pass whichever is greater	For 2018-2019, the percent of students reaching STAAR Performance levels will increase by the percent shown in DIP Part 1 (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
	2) Parent and Community Involvement	For 2018-2019, the percent of parents and community members attending VIPS meeting will increase by 10 %.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meeting will be reviewed to determine if the objective was met	Provide a variety of methods and in appropriate languages to communicate opportunity for parent and community involvement throughout the year to attend school events.
	3) Violence Prevention and Intervention	For 2018-2019, the discipline referrals for drugs, alcohol, and tobacco will be 0%.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referral for tobacco, alcohol,	Implement and monitor the school-wide safety and security plan.

				and other drug use of possession.	
	4) Violence Prevention	For 2018-2019, the discipline referrals for violent offenses will be 0%.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals	Implement and monitor the school-wide safety and security plan.
	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
	5) Special Education	For 2018-2019, the percent of students meeting ARD expectations will be 100%.	Each grading period, students' progress on TEKS will be monitored and reviewed	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
	6) State Certified Teacher	For 2018-2019, the percent of State Certified teachers in core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are State Certified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the cored academic areas who are State Certified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet State Certified standards.
	7) Secondary Drop-Out Prevention	For 2018-2019, the dropout rate will be 1% or less with no student group exceeding 0 %.	Each grading period, the documentation will be reviewed for students who have checked out of school	The 2018-2019 drop-out data will be reviewed as	Monitor school leavers bi-weekly, contract parents, and implement intervention plans,

				information becomes available.	including credit recovery opportunities like the PLATO Learning Solutions
	8) High School AEIS_- Advance Courses and Dual Credit	For 2018-2019, all students who take advance courses will earn credit.	Each Semester, the number and percent of students enrolled in at least one advanced course will be reviewed	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	9) High School AIS-SAT/ACT Exams	For 2018-2019, the percent of Juniors who will take the ACT and/or SAT will be at 100%.	After the first semester, the number of students taking the SAT/ACT at least once will be reviewed Add an ACT Prep Course/ACT Boot Camp	At the end of school year, review the number of students taking the SAT/ACT at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

## DIP PART II: ASSURANCE ADDENDUM

### Section D

×	1. <b>Comprehensive needs assessment</b> - All data was reviewed for all students and student groups. The results and conclusion of this review are reflected in the SMART goals for the next school year.
×	2. <b>School-wide reform strategies</b> - These strategies include ones that strengthen the core academic programs; meet the educational needs of historically under-served populations; increase the amount of quality of learning time, and address needs for all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases-20 per year, per core subject for the district's list-for all students to learn ( in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
	3. <b>Instructions by State Certified teachers</b> - 100% of our teachers are certified for the positions they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working towards certification or efforts continue to hire someone who is certified.
×	4. <b>High-quality and ongoing professional development</b> - Helping teachers provide on the job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
×	5. <b>Strategies to attract high-effective, State Certified teachers</b> - Recruiting and retaining State Certified teachers are a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our town teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
×	6. <b>Strategies to increase parental involvement</b> - Schools engage in numerous activities to increase parent involvement in the District's programs. Open Houses, telephone calls, and newsletters are just a few methods

	of recognizing parents as partners. In addition, parents are offered classes to meet their needs for example STAAR information programs.
x	<b>7. Transition from early childhood programs</b> - Elementary Schools collaborate with early childhood enters to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (not applicable to secondary schools)
	<b>8. Measure to include teachers in the decisions regarding the uses of academic assessments</b> - Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available onsite to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues,
	<b>9. Effective, timely additional assistance</b> - Formative and summative assessments provide the data for teachers and administrators to monitor individual students progress so that interventions and assistance will be timely.
	<b>10. Coordination and integration on federal, state, and local services and programs</b> - At the building level, federal, state, and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the District goals and strategies.

DIP PART II: ASSURANCE ADDENDUM

**Staff Meetings/Staff Development Plans**

2018-2019

<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
8/7/2018	Special Pops Teachers	Exum	Review SP Updates/Procedures
8/7/2018	HS Staff Meeting	Gallardo	Review HS Procedures/Policies
8/9/2018	District Staff	Templeton	Emergency Procedures
8/10/2018	UIL Coaches	Wyatt	UIL Rules
8/10/2018	HS Staff Meeting	Gallardo	Review HS Procedures/Policies
8/10/2018	Campus Need Assessment	Wyatt	2018 CNA
8/13/2018	TMSCA Coaches Meeting	Wyatt	Planning/Review TMSCA
8/31/2018	High School Staff	Gallardo	Review 1 <sup>st</sup> weeks of school
9/13/2018	Textbook Committee	Wyatt	Textbook Review
10/1/2018	ESL Staff	Gallardo	ESL Planning

DIP PART II: ASSURANCE ADDENDUM

**Parent Involvement Activities**

**2018-2019**

<b>Date</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>	<b>Attendance</b>
8/13/2018	Gallardo	HS Meet The Teacher	77
8/16/2018	Gallardo/Avalos	Meet the Red Devils	Unknown
9/11/2018	Exum	Senior Coffee Night	35
10/3/2018	Gallardo	Midkiff Community Outreach	34
10/25/2018	Martinez	Adult ESL Class	14