

# REDWATER MIDDLE

## Campus Improvement Plan

### 2019/2020

*Life Matters*



Audrey Shumate  
108 Ware St. Redwater, TX 75573  
903.671.3412  
[ashumate@redwaterisd.org](mailto:ashumate@redwaterisd.org)

# REDWATER MIDDLE

## **Mission**

### *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.*

## **Vision**

*Redwater ISD, where the vision is to inspire high personal expectations so ALL will experience their full potential and rise above the ordinary.*

### Nondiscrimination Notice

REDWATER MIDDLE 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.

# Committees

## Redwater I.S.D Board of Trustees

James Matthew (Matt) Knight - Board President

Kenney Cecil - Board Vice President

T.J. Anderson - Secretary

Rodney Bonner - Member

Matthew Golden - Member

Brad Rosiek - Member

Bryan Strand - Member

## Redwater Middle School Site-Based Committee

Audrey Shumate - Principal

Haley Turner - District Professional

Amy McCuller - Counselor

Wendy Roberts - Teacher

Belinda Simpson - Teacher

Kimberly Belcher - Teacher

Brandy White - Teacher

Jennifer Stacy - Teacher

Kacy Felice - Teacher

Kristen Jones - Teacher

Jason Barfield – Teacher

Stephanie Roadcap - Teacher

Shanda Stewart - Teacher

April Waldrop - Teacher

Tami Morgan – Parent

Jennifer Robinson - Parent

Mona Cecil - Community Representative

Joanna Thornhill - Community Representative

Shelly Narens - Business Representative

- Business Representative

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The student enrollment at Redwater Middle School totaled 268 students in grades 4 through 6 during the 18-19 school year, with 4.1 percent African American; 2.9 percent Hispanic; and 89.5 percent White. There were 44.03 percent of the students considered to be economically disadvantaged based on their eligibility for free or reduced lunches (under the National School Lunch Program), as compared to the State average of 58.8 percent. The percent of students in an at-risk situation was 39.55 percent, again, compared to the State average of 51.2 percent.

## Student Achievement

### Student Achievement Strengths

The overall accountability rating for 2018-2019 was "met standard," with the middle school campus meeting the state standards in all applicable indices: (1) student achievement, (2) student progress (relative performance), and (3) closing the gaps. Students are enthusiastic and motivated, due in large measure to their teachers. In 2018-2019, with the increasing rigor of the STAAR and higher passing standards, RMS STAAR scores in grades 4-6 were at or above the state averages, in the Approaches category, Reading and Math 4th-6th and 5th Science. Redwater Middle School scored a 73 out of 100.

### Student Achievement Weaknesses

Although Redwater Middle School tends to see academic growth in the areas of Reading, Math, we will focus this year on individual growth and the scale of Masters and Meets with all of our students. Our Science and Writing scores still remain an area of focus. In the 18-19 school year as well as the preceding 2 school years, our growth has been insufficient, according to the State's growth marks, and will result in the preliminary writing of a Targeted Improvement Plan. This plan will help us focus on growth and meeting the states standards for this in Domain 2.

### Student Achievement Needs

# Comprehensive Needs Assessment

The achievement gap between all students and economically disadvantaged students in 4th grade writing is not closing as rapidly as desired, and economically disadvantaged students did not score as well as other students in reading and math. Also, students in 4th grade were at a lower achievement level than desired in writing and reading. In addition, the achievement gap between all students and African-American and special education students in reading and writing, was unacceptable and require attention.

## Student Achievement Summary

In 2018-2019 the state testing instrument known as the State Assessments of Academic Readiness (STAAR) was administered in the spring. Research shows that a number of personal, social, and health factors affect students' academic performance. In considering the overall learning outcomes, it is important to take into account the learning environment, student characteristics, and the nature of the learning tasks. During 18-19, Redwater Middle School received a rating of a C and a Met Standard from the Texas Education Agency.

Other data considered in determining student strengths and needs included language skills, report cards, curriculum based assessments, daily work, attendance/tardy records, benchmarks, other standardized assessments, and RTI data. Also significant is the identification of students in special circumstances, i.e. at risk, limited English proficient, and what their special social and instructional needs might be.

## School Culture and Climate

### School Culture and Climate Strengths

Teachers participate in PLCs (Professional Learning Communities) weekly during which successes, student concerns, and data driven instruction strategies are shared. These meetings have helped improve communication among staff members. Morale among the staff was considered extremely high by a recent CNA survey given to staff. The CNA also indicated that staff has access to adequate professional development activities. The training that they receive is appropriate and consistent with their needs. The district understands the need for and is very supportive of professional development. Teachers who attend state and national conferences share the information they have received with other staff to keep them abreast of current trends and findings.

### School Culture and Climate Needs

# Comprehensive Needs Assessment

## School Culture and Climate Summary

This school year, we have piloted the "House System" inspired by Ron Clark and The Clark Academy in Atlanta, Georgia. The House System divides at random all students, teachers, and staff into 4 different colored "teams." These teams work for a full semester on gaining points by good behavior, AR points, Honor Roll, Attendance, and House Games that are played each 6 weeks. The purpose of this new venture is to bring students and teachers across grade levels and to use positive peer pressure to do the right thing.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

All teachers are fully certified and "effective" per ESSA. Talented and effective personnel are recruited through job vacancies posted on an active district web-page. A hiring committee composed of various teachers and staff throughout the campus are utilized in hiring and "growing" any new staff hired at RMS. The campus mentor program for new hires has expedited the learning curve of our younger/newer teachers on campus.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

The TEKS Resource System curriculum continues to be implemented with ongoing revision and a future view of the newly revised ELAR TEKS.

RMS implements evidence-based instructional programs in all academic areas to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students in grades 4-6. RMS uses formal and summative assessment results to help determine which children will receive RTI instruction. RMS also uses various assessments to track student progress such as, Education Galaxy, AR, Prodigy and Moby Max Math. We will also be implementing nine week campus wide benchmark testing in order to break down areas of need with each individual student. Our built in RTI time and small group instruction during stations, affords teachers with opportunities to differentiate instruction, and reinforce content.

# Comprehensive Needs Assessment

## Family and Community Involvement

### Family and Community Involvement Strengths

Parent and community involvement is most noticeable in the PTA which is very active in fundraising activities that support the school. Many parents will help if asked, and are willing to assist with such activities as the K-Kids organization. Open House, "Student-Parent" Report card pick-ups, and Meet the Teacher Night are well attended. Parents, for the most part, take an interest in their students while at school and support the Middle School, although there is a noticeable decline in parent involvement as students advance in grade level. Communication with parents is excellent. The school and teachers have websites which are updated weekly with information concerning the school and its activities. A newsletter is also sent home every week to keep parents informed. Grade Book is widely used by parents to keep up with their student's grades and attendance. Teachers also use e-notes, weekly phone calls, and e-mail to communicate with parents. Attendance at parent- teacher conferences are great based on our "green sheet" documentation system. The school counselor serves as parent coordinator and is very skilled at working with parents and getting them involved in the education of their children. The committee recognizes the importance of parent involvement and expressed a strong desire to do even more during the 2019-2020 school year to improve.

### Family and Community Involvement Needs

The school must work in partnership for the good of all students. Local businesses support the school to the extent that they are able, however, there are few in this immediate area. They are receptive to giving gift cards and other incentives to the teachers wanting to use them to improve student performance. The First Baptist Church provides an after-school program that includes assistance with homework, tutoring, games, and snacks. There is also a community program that supplies food, clothing, and blankets to the less fortunate in the community through a fall donation drive in which the middle school participates.

## School Context and Organization

### School Context and Organization Strengths



# Comprehensive Needs Assessment

## Technology

### Technology Strengths

All Middle School classrooms have LCD projectors, smartboards, access to various software titles, desktop computers, hovercams and some have interactive panels to facilitate instruction. In addition, there are enough laptop computers to equip an entire class with a mobile lab which is used within all classrooms. Software programs designed specifically for remediation and tutorials have been implemented including Prodigy, Mind Play, and Education Galaxy. The district has a technology coordinator and technician, and an instructional technologist. The district coordinator and technician, along with the IT person, are also available to assist with problems, as well as providing staff training on the use of technology in the classrooms to enhance instruction.

### Technology Needs

We must teach in the manner that the child learns, not necessarily the way that we have always taught. At the Middle School we are a 1:1 camp. This ensures that every child has access to a device (chromebook) at all times of the day and in each class. The Middle School teachers are vivaciously morphing their classrooms into hands on classes that require the use of technology and constant use of the Internet. Our remediation, enrichment, and instructional data are all pulled from various sites that the students work through every day. Middle School teachers are excited about incorporating technology into their classrooms and receiving training on that technology. We are seeing an increased need for all teachers to have interactive panels to use in their classrooms.

# Comprehensive Needs Assessment Data Sources

Community Input  
Disaggregated STAAR Data  
District Policies  
DMAC  
Failure Lists  
Growth Projections  
Multi-Year Trends  
Parent Participation  
Report Card Grades  
Staff Development  
Staff/Parents/Community/ Business members involved w/SBDM  
Standardized Tests  
Summary of Student Progress (not taking STAAR)  
Survey and Interviews of Students/Staff/Parents  
Think Thru Math

# REDWATER MIDDLE

**Goal 1.** Provide an exemplary instructional program in which all learning environments will foster engagement by integrating personalized learning experiences.

**Objective 1.** RMS will continue to maintain a Met Standard state accountability ranking. At least 75% of all students will meet or exceed prior year STAAR scores and we will strengthen learning and achievement for all sub-pop students.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                          | Person(s) Responsible                                                      | Timeline          | Resources                             | Evaluation                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Increase student growth achievement of all student groups (All, Hispanic, African American, White, Economically Disadvantaged, Special Education, GT and ELL) by providing RTI and small group stations with targeted instruction in content areas tested by STAAR. (Title I SW: 9) (Title I TA: 1,2,4,5) (Target Group: All,H,W,AA,ECD,ESL,SPED,GT,AtRisk,Dys) (Strategic Priorities: 2) (CSFs: 1,2,4) | Assistant Principal(s), Campus Principal, Teacher(s)                       | weekly monitoring | (F)Title I - \$31,250, (F)Title I FTE | Summative - 9 week CBAs, weekly grades, data from Education Galaxy, and mastery/meets criteria of STAAR.                                                                                               |
| 2. Use vertically aligned curriculum in all core subjects as provided by our district, Region 8 ESC, and TEKS Resource System, along with supplementary materials to increase student engagement and achievement in both small group and whole class settings, such as Lone Star Learning. (Title I SW: 2,3,4,8,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)    | Assistant Principal(s), Campus Principal, Region 8 Specialists, Teacher(s) | Daily             | (F)Title I - \$800                    | Summative - PLC data, Vertical Alignment Planning days, Lesson plans, training schedule, schedule sign-in for REG 8 PD days, increase in percentage of students in the master/meets criteria on STAAR. |
| 3. To meet the needs of students currently not meeting state expectations in Reading, Writing, Math and Science, utilize SCE funds to purchase supplies in each curriculum area to aide in targeting small groups of at-risk children during RTI or extended learning time. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)                                                                   | Campus Administrators, Core Subject Teachers                               | weekly            | (S)State Compensatory                 | Summative - Sub-pop performance on STAAR, reduction in number of RTI students, summative assessments by classroom teachers, and a new program called Mind Play.                                        |
| 4. Provide extensive, aligned professional learning to staff in all curricular areas, through local and national workshops, conferences, speakers, as well as through professional learning communities, learning walks, and book studies. (Title I SW: 2,3,4,8) (Title I TA: 3,6) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,6,7)                                                         | Campus Administrators, Superintendent(s), Teacher(s)                       | weekly            | (F)Title I                            | Summative - Mentors assigned, professional development schedule, salary schedule, PLC agendas, all teachers meeting "effective" status.                                                                |
| 5. Provide credit recovery information,                                                                                                                                                                                                                                                                                                                                                                    | Campus Principal, Counselor(s),                                            | May 20 - June 28  | (S)State Compensatory -               | Summative - Number of students                                                                                                                                                                         |

# REDWATER MIDDLE

**Goal 1.** Provide an exemplary instructional program in which all learning environments will foster engagement by integrating personalized learning experiences.

**Objective 1.** RMS will continue to maintain a Met Standard state accountability ranking. At least 75% of all students will meet or exceed prior year STAAR scores and we will strengthen learning and achievement for all sub-pop students.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Person(s) Responsible                                                            | Timeline  | Resources                              | Evaluation                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------|----------------------------------------|---------------------------------------------------------------------------|
| classes, and personnel outside of the regular school day/year for students who fall below the threshold of passing, both in the classroom and on STAAR. (Title I SW: 3,9,10) (Target Group: AtRisk) (CSFs: 1,2)                                                                                                                                                                                                                                                                                                    | Teacher(s)                                                                       |           | \$2,200, (S)State Compensatory FTE - 2 | who meet district passing standards in math and/or reading-language/arts. |
| 6. A comprehensive needs assessment will be conducted by the Campus Site-Based Committee (which includes parents, business representatives, community members, and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context, and use of technology. (Title I SW: 6,10) (Title I TA: 4,7,8) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,3,5,6,7) | Campus Administrators, Core Subject Teachers, Counselor(s), Site-Based Committee | bi-yearly |                                        | Summative - CNA Summary, Site-based committee agendas                     |

# REDWATER MIDDLE

**Goal 1.** Provide an exemplary instructional program in which all learning environments will foster engagement by integrating personalized learning experiences.

**Objective 2.** Students and teachers will use data to inform their own decision making regarding goal setting and instruction.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                    | Person(s) Responsible                                      | Timeline | Resources  | Evaluation                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------|------------|---------------------------------------------|
| 1. Students will set their own academic goals, analyze and reflect on their performance, and graph results in order to ensure that all students reach their personal growth. (Title I SW: 2,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4)                                                                           | Campus Administrators, Core Subject Teachers               | monthly  | (F)Title I | Summative - 9 week CBA's, benchmarks, STAAR |
| 2. Teachers, administrators, and other instructional staff will meet as PLC's for planning instruction and analysis of CBAs. Data from these assessments will drive future instruction and any adjustments needed. (Title I SW: 2,3,4,8) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,7) | Campus Administrators, Core Subject Teachers, Counselor(s) | weekly   |            | Summative - CBA's, benchmarks, STAAR        |

# REDWATER MIDDLE

**Goal 1.** Provide an exemplary instructional program in which all learning environments will foster engagement by integrating personalized learning experiences.

**Objective 3.** Students will participate in coordinated health and physical fitness activities and assessments in order to achieve and maintain healthy levels of wellness, with a passing rate of at least 90% or above on the State approved assessment instrument.

| Activity/Strategy                                                                                                                                                                                                                                                                                              | Person(s) Responsible                          | Timeline  | Resources | Evaluation                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------|-----------|----------------------------------------------------------------------------------------------------------------------|
| 1. The TEKS will be utilized as the basis for all PE activities, with students receiving a minimum of 135 minutes of PE per week along with current health instruction. (Title I SW: 1,3) (Title I TA: 1,2,3,4,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4)                                    | Athletic Coaches, Campus Principal, Teacher(s) | weekly    |           | Summative - State approved assessment instrument with all students performing satisfactorily, classroom observation. |
| 2. Student health conditions will be monitored on a regular basis through health screenings for vision, hearing, scoliosis, and updating of immunization records, and students will be encouraged to develop healthy dietary habits. (Title I SW: 9) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4) | Campus Secretaries, Nurse, Teacher(s)          | monthly   |           | Summative - Results of screening and immunizations, number of students purchasing foods with nutritional value.      |
| 3. A member of the campus staff will serve on the district School Health Advisory Council in order to be a resource person and communicate information regarding health issues. (Title I SW: 2) (CSFs: 5)                                                                                                      | Campus Principal, Counselor(s), Nurse          | bi-yearly |           | Summative - Staff members selected and health issues communicated.                                                   |

# REDWATER MIDDLE

**Goal 2.** Seek opportunities and challenges of learning, particularly in the area of STEM and technology: Promote and support an environment that inspires high levels of student growth, resilience, integrity, and tenacity.

**Objective 1.** Students and teachers will demonstrate required technological literacy and proficiency with teachers fully integrating technology in their subject areas.

| Activity/Strategy                                                                                                                                                                                    | Person(s) Responsible                                                    | Timeline | Resources | Evaluation                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------|-----------|---------------------------------------------------------------------|
| 1. Teachers will incorporate technology TEKS into lesson plans and classes. All lesson plans and teacher assignments will be submitted through Google Classroom. (Title I SW: 2) (Target Group: All) | Assistant Principal(s), Campus Principal, Teacher(s)                     | weekly   |           | Summative - Lesson Plans, lab/log schedule, and STAAR passing rate. |
| 2. Teachers will meet requirements for professional development through various STEAM/technology training opportunities. (Title I SW: 10) (Target Group: All)                                        | Assistant Principal(s), Campus Principal, Teacher(s)                     | yearly   |           | Summative - Certificates of completion; teachers and staff trained. |
| 3. Students will continue building electronic portfolios through Google Classroom and Google Drive. (Title I SW: 10) (Target Group: All)                                                             | Assistant Principal(s), Campus Principal, Teacher(s)                     | Daily    |           | Summative - Student portfolios and artifacts.                       |
| 4. Implement hands on learning through Project Based Learning methods while increasing team building skills. (Title I SW: 5) (Target Group: All)                                                     | Assistant Principal(s), Campus Principal, Teacher(s)                     | weekly   |           | Summative - Lesson plans, observations, projects and portfolios.    |
| 5. Purchase additional technology and promote understanding of digital citizenship through technology classes. (Title I SW: 3) (Target Group: All)                                                   | Campus Administrators, Core Subject Teachers, Instructional Technologist | weekly   |           |                                                                     |

# REDWATER MIDDLE

**Goal 3.** Attract and support "effective" staff members to optimize their impact on student learning and create a culture of staff retention.

**Objective 1.** RMS will effectively and efficiently utilize it's staff, facility, and financial resources to provide a quality learning environment for students and staff.

| Activity/Strategy                                                                                                                                                                                                     | Person(s) Responsible                                                               | Timeline | Resources | Evaluation                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------|-----------|------------------------------------------------------------------------------------------------------|
| 1. RMS will use a collaborative and data driven approach in making hiring, planning, and performance decisions. (Strategic Priorities: 1) (CSFs: 3,7)                                                                 | Campus Administrators, Counselor(s), Human Resources, Superintendent(s), Teacher(s) | yearly   |           | Summative - Increased retention rate of RMS staff as well as student academic success in classrooms. |
| 2. Continue to use mentoring program and vertical alignment teaming across all grade levels to ensure curricular alignment, strategies, and organizational needs are met. (Title I SW: 3,4) (Strategic Priorities: 1) | Campus Administrators, District Testing Coordinator, Teacher(s)                     | monthly  |           | Summative - VA sessions, walk-throughs, improved student achievement.                                |



# REDWATER MIDDLE

**Goal 4.** All students will be educated in safe, secure, drug-free learning environments that will support the emotional well-being of all learners, and encourage positive school-wide behavior.

**Objective 1.** A safe and orderly environment which is conducive to maximum learning will be provided, through a decrease in discipline referrals, including maintaining a level of "0" for incidents of violence and tobacco/alcohol/drug (TOAD) offenses.

| Activity/Strategy                                                                                                                                                                                                  | Person(s) Responsible                                       | Timeline                       | Resources                       | Evaluation                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------|---------------------------------|-----------------------------------------------------------------------------|
| 1. The Student Code of Conduct will be consistently and regularly enforced. (Title I SW: 2) (Target Group: All)                                                                                                    | Assistant Principal(s), Campus Principal, Teacher(s)        | Daily                          |                                 | Summative - discipline reports; reduce number of referrals.                 |
| 2. Positive reinforcement will be provided for good behavior in the form of House Points, public recognition, and teacher-directed recreational activities and field trips. (Title I SW: 2) (Target Group: All)    | Assistant Principal(s), Campus Principal, Teacher(s)        | Daily                          |                                 | Summative - Discipline reports; reduced number of referrals.                |
| 3. The BASE program (Basic Awareness and Safety Education) will be implemented at grade 6. (Title I SW: 2) (Target Group: All)                                                                                     | Campus Principal, Local Law Enforcement                     | Thursdays during Fall semester |                                 | Summative - BASE workbooks and reduced number of referrals; Graduation rate |
| 4. Implement and emphasize the Klondike Leadership Academy, utilizing weekly and monthly character activities/lessons and assemblies. (Title I SW: 2) (Target Group: All)                                          | Campus Principal, Counselor(s)                              | weekly                         |                                 | Summative - Point based system recorded in personal portfolios              |
| 5. Participate in the Western Bowie County Co-op for DAEP placement, if and when needed. (Title I SW: 2) (Target Group: All)                                                                                       | Assistant Principal(s), Campus Principal, Superintendent(s) | As needed                      | (S)State Compensatory - \$5,000 | Summative - Annual discipline report and reduced number of referrals.       |
| 6. Provide In-School Suspension (ISS) on our campus to better service students and teachers to maximize learning during this time.                                                                                 | Assistant Principal(s), Campus Principal, Teacher(s)        | as needed                      |                                 |                                                                             |
| 7. Conduct prioritized and systematic maintenance of building and grounds to address areas in need of addition, renovation, repair, replacement, or increased safety/security. (Title I SW: 1) (Target Group: All) | Assistant Principal(s), Campus Principal, Teacher(s)        | Monthly                        |                                 | Summative - Work orders and check-off lists, CNA Surveys, safety drills.    |

# REDWATER MIDDLE

**Goal 4.** All students will be educated in safe, secure, drug-free learning environments that will support the emotional well-being of all learners, and encourage positive school-wide behavior.

**Objective 2.** Monitor student attendance in order to meet or exceed the state standard for attendance.

| Activity/Strategy                                                                                                                                                                                                                                                                                | Person(s) Responsible                                              | Timeline       | Resources | Evaluation                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------|-----------|--------------------------------------------------------------------------------------------|
| 1. Reward students who have perfect attendance with house points and personalized 6 week incentives. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4)                                                                                                                                   | Assistant Principal(s), Campus Principal, Counselor(s), Teacher(s) | each six weeks |           | Summative - Attendance records, meetings, and committee.                                   |
| 2. Motivate and encourage students and parents with excessive absences and poor attendance with attendance meetings to provide assistance, as well as to educate them on the importance our district policy and local judicial system place on attendance. (Title I SW: 2,5) (Target Group: All) | Assistant Principal(s), Attendance Committee, Campus Principal     | weekly         |           | Summative - Attendance records and increase in attendance rate, as well as weekly reports. |

# REDWATER MIDDLE

**Goal 5.** RMS will promote and encourage effective parent and community involvement through communication, participation, and partnerships in accomplishing campus and district goals.

**Objective 1.** Foster partnerships with parents, community organizations, local government, and businesses.

| Activity/Strategy                                                                                                                                                                                                                                                                                             | Person(s) Responsible                                                              | Timeline              | Resources   | Evaluation                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------|-------------|------------------------------------------------------------------------------------|
| 1. Communicate with parents on a regular basis in regards to grades and behavior through parent conferences, phone calls, emails, and "green sheet" meetings. (Title I SW: 6,9) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,5)                                                                   | Campus Administrators, Counselor(s), Teacher(s)                                    | Weekly                |             | Summative - Parent contact log, emails, and "green sheets" recorded every 3 weeks. |
| 2. Conduct special parent/community involvement activities including Meet the Teacher Night, Open House, Academic Showcase, Science Fair, Grandparents Breakfast, etc. (Title I SW: 6) (Target Group: All)                                                                                                    | Assistant Principal(s), Campus Principal, Counselor(s), Teacher(s)                 | Monthly               |             | Summative - Parent involvement logs. (Goal of 5% increase.)                        |
| 3. Conduct special programs meetings (such as Title One) to provide education to our families as well as social engagement opportunities. (Title I SW: 6) (Title I TA: 8) (Target Group: All, ECD) (CSFs: 5)                                                                                                  | Assistant Principal(s), Campus Principal, District Testing Coordinator, Teacher(s) | yearly                | (F) Title I | Summative - Attendance sheets, positive feedback from CNA surveys                  |
| 4. Distribute informational campus newsletter weekly via the website. (Title I SW: 6) (Target Group: All)                                                                                                                                                                                                     | Campus Principal, Teacher(s)                                                       | Weekly                |             | Summative - Newsletter prepared and distributed.                                   |
| 5. Utilize positive correspondence in the forms of positive office referrals, emails, e- notes, and phone calls. (Title I SW: 6) (Target Group: All) (CSFs: 5)                                                                                                                                                | Assistant Principal(s), Campus Principal, Teacher(s)                               | weekly                |             | Summative - Correspondence sent to parents; teacher logs.                          |
| 6. Utilize technology resources in the forms of campus and teacher web pages, Google Classroom and Grade Viewer to make available information regarding homework assignments, class and campus wide activities, students' grades, absences, grade level newsletters, etc. (Title I SW: 6) (Target Group: All) | Assistant Principal(s), Campus Principal, Campus Secretaries, Teacher(s)           | Weekly                |             | Summative - Web pages current; system available.                                   |
| 7. Students will be transitioned from one campus or grade level to the next through the                                                                                                                                                                                                                       | Assistant Principal(s), Campus Principal, Counselor(s),                            | Month of May & August |             | Summative - Orientation and Meet the Teacher Night Scheduled;                      |

# REDWATER MIDDLE

**Goal 5.** RMS will promote and encourage effective parent and community involvement through communication, participation, and partnerships in accomplishing campus and district goals.

**Objective 1.** Foster partnerships with parents, community organizations, local government, and businesses.

| Activity/Strategy                                                                                                                                                                            | Person(s) Responsible | Timeline | Resources | Evaluation                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------|-----------|----------------------------------|
| use of orientation, Meet the Teacher night, and through providing assistance in adjustment to departmentalized instructional arrangement.<br>(Title I SW: 6) (Target Group: All) (CSFs: 5,6) | Teacher(s)            |          |           | students transitioning smoothly. |

#### State and Local Effort

State and local funds are used to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to buildings, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

#### Improvement and Enhancement

State Compensatory Education funds are used to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules and Redwater Independent School District's at-risk criteria.

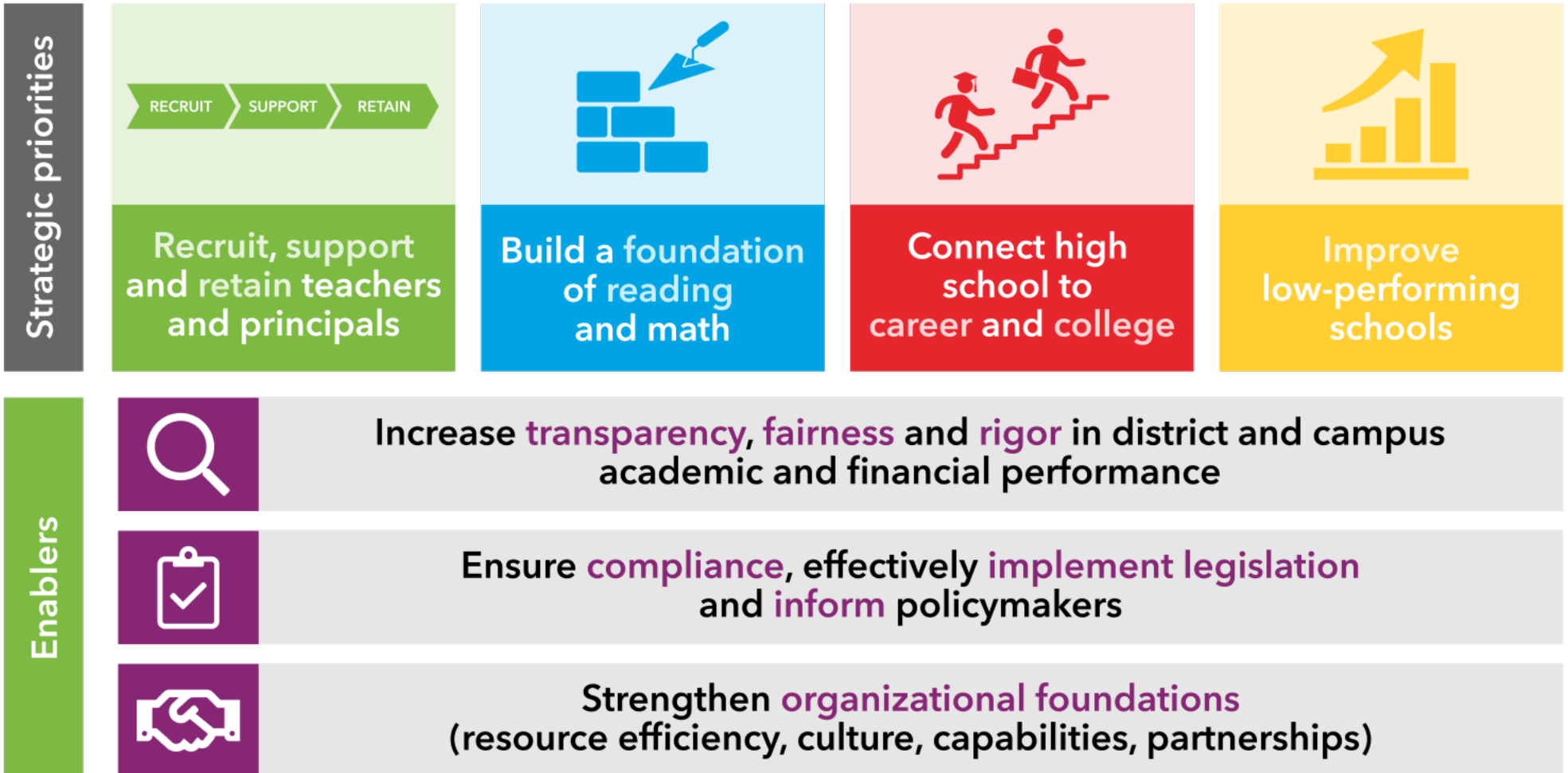
#### Coordination of Funding

All federal, state and local funds received by the Redwater Independent School District will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

#### Coordination of Instruction

Instruction will be coordinated between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of the special programs.

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*

**CHANGE OVER TIME**

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



73 out of 100

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**  
76 out of 100

2018-19  
**C**  
73 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**



76 out of 100

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

**SCHOOL PROGRESS**



69 out of 100

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

**CLOSING THE GAPS**



67 out of 100

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 SCIENCE
  - ✗ TOP 25%: COMPARATIVE ACADEMIC GROWTH
  - ✗ 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 | 76    | 100%       |
| Total             | 76    | 100%       |



### SCHOOL PROGRESS

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

| Component            | Score | % of grade |
|----------------------|-------|------------|
| Academic Growth      | 59    |            |
| Relative Performance | 69    | 100%       |
| Total                | 69    | 100%       |



### CLOSING THE GAPS

| Component                       | Score | % of grade |
|---------------------------------|-------|------------|
| Grade Level Performance         | 70    | 33.3%      |
| Academic Growth/Graduation Rate | 20    | 55.6%      |
| Student Achievement             | 57    | 11.1%      |
| Total                           | 67    | 100%       |



# Resources

| Resource               | Source | Amount   |
|------------------------|--------|----------|
| State Compensatory     | State  | \$39,250 |
| State Compensatory FTE | State  | 2        |