Redwater ISD

District Improvement Plan
2019/2020

LIFE matters
for
Every Student, Every Day

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Redwater ISD Board of Trustees

Vision

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

Beliefs

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.

We believe in providing a safe and secure learning environment.

We believe ALL are accountable to each other.

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

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

Redwater ISD Site Base

Name	Position
Burns, Dr. Kelly	Superintendent
Simmerman, Doug	High School Teacher
Sutton, Jay	High School Teacher
Kesterson, Sonya	Junior High teacher
Windham, Stephanie	Junior High Teacher
Belcher, Kimberly	Middle School Teacher
Roberts, Wendy	Middle School Teacher
Grable, Merida	Elementary School Teacher
Mitchell, Lori	Elementary Teacher
Collins, Tonya	Paraprofessional
Hornbuckle, Kim	Counselor
Corbin, Lee Ann	Director of Instruction
Morgan, Tami	Parent
Waters, Lacy	Parent
Reed, Todd	Community Member
Launius, Narda	Community Member
Ryan, Marcy	Business Representative
Calhoun, J.T.	Business Representative

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Experienced staff

Demographics Weaknesses

Lack of cultural diversity

Demographics Summary

Current enrollment data for 19-20 is 1,115 students in PK-12 which is lower than 18-19 enrollment by 15 students. Enrollment for 2017-18 according to the 17-18 TAPR was 1,104.

Using data disaggregation through OnPoint Data which is based on PEIMS, the following is a synopsis of demographics.

The majority of RISD students are white (88.94%). African American population is represented at 3.72%, Hispanic at 3.45% and Two or More Races, 2.48%. There was a slight increase in these percentages from 17-18. There is a proportionate number of males (51.77%) to females (48.23%).

The district's percentage of economically disadvantaged students has increased over the past three years. The percentage for 18-19 was 45.22%. In 17-18 it was 39.2% compared to 37.3% for the preceding year; in 15-16 it was 36.4% per TAPR for those particular school years. Students identified as At-Risk for 18-19 was 31.68% which is a slight decrease compared to 17-18. The district does not have any migrant students. The percentage of students receiving ESL services is less than 1% of the student population. The percentage of students identified as dyslexic is 10.80% which is in proportion to general population statistics.

The percentage of students receiving special services in 18-19 was 9.38% compared to 10.1% in the previous year. Of that percentage, the students with intellectual disabilities is 35.7%, physical disabilities 29.5%, autism is 12.5%, and behavioral disabilities is 22.3%. The student mobility rate is 0%. Redwater serves 9.7% of the student population in Gifted and Talented programs. The 2018 fall submission shows this percentage to be slighter higher at 9.91%. CTE program participation is 28.84% for 18-19 which is comparable to the previous year.

The District employed 151 staff members with 81.5% being professional staff per the 2017-18 TAPR. The majority of the teachers are white (96.1%) females (78.3%). The total minority staff is 6.6%. The greatest number of teachers have 11-20 years experience (40.4%) with the next highest group having 1-5 years experience (20.5%). Almost 20% of staff hold a masters degree. The turnover rate for 17-18 for teachers was 6.5%. The number of students per teacher for 17-18 was 10.7.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Disaggregated STAAR Data

Student Achievement Strengths

Student achievement in:

- Biology
- US History
- Math 8
- Social Studies 8

Improvement in achievement in English I and II
Stable achievement levels in Math 4-Algebra I

Student Achievement Weaknesses

Academic growth in reading, grades 4-6, English I and II
Closing the gaps in grades 3-6

Student Achievement Summary

Student achievement data is derived from the annual TAPR (Texas Academic Performance Report), PEIMS, PBMAS, and State Accountability. We utilize DMAC to disaggregate our student achievement data by performance levels in subject and grade, ethnicity, cohort, economically disadvantaged, at-risk, not at-risk, special education, and gifted and talented. As of 2019-20, the district will also have access to integrated PEIMS, college assessment, and state assessment data through OnData Suite.

EOC: Algebra I tests achieving masters has increased annually over the past three years from (34.44% - 43.59%- 50%). Improvement in achieving meets in Algebra I has improved from 65.56% to 66.67% to 74.47%. The number of tests not meeting approaches has remained about the same. Performance on US History was 100% in 2018-19 and 94.57% in 17-18. For 2018-19, the percentage of meets in US History was 88.10% and masters, 48.41%. The percentage of tests achieving approaches in Biology for 2018-19

Student Achievement Summary (Continued)

was 95.70% with 81.72% at meets and 46.24% masters. Achievement in English continues to be a concern although there was improvement in 2018-19. For English I, the greatest gain was in the percentage achieving masters (12.24%) as compared to 8.33% in 2017-18. The number of students not achieving approaches increased by 5 percentage points. In English II, the percentage of approaches grade level did not increase, but more tests fell into meets and masters than the previous year. The amount of growth from English I to English II is an area of concern as almost 40% of tests had STAAR progress measure of 0.

STAAR 3-8: Achievement in mathematics continues to remain steady with 90.20% achieving approaches 60.78% meets, and 24.51 masters for 2018-19. The number of students achieving approaches has improved over the past three years from 73.72-80.69-81.71. The greatest gain is in meets grade level with 48.57% for 2018-19 as compared to 43.18% the previous year. The number of masters dropped three percentage points. Social Studies showed tremendous gains with an increase almost 20 percentage point increase in approaches, 67.78% to 86.05%. Reading and writing area an area of concern as the district saw a drop in achievement in all three passing levels. This was also the area with the lowest STAAR progress measure. Although the percentage of approaches increased for writing from 66.67% to 73.22%, the number of tests falling into the meets and masters category went down.

The demographic groups affecting accountability for grades 3-6 in reading and math are all students, white, and economically disadvantaged. Scores for students in special education have improved over the past three years as the district has reduced resources classes and move toward inclusion. The exception is in writing where there have been many staff changes. The situation is the same for at-risk and economically disadvantaged students.

Many intervention strategies at the elementary grades have not had an opportunity to manifest via state assessment. The implementation of Saxon at the kindergarten and 1st grade level has not been assessed through STAAR as these students are currently in 2nd grade. The use of LLI in K-3rd grade is entering its second year and math intervention in a pull-out format is also entering its second year. The addition of an interventionist at the middle school campus should be researched as this is the campus that fell below state expectations for growth and closing the gaps. The intervention classes at the junior high and high school campuses have a had a positive impact on showing growth in students who failed a state assessment the previous year.

School Culture and Climate

School Culture and Climate Data Sources

Parent Participation
PEIMS Reports
Survey and Interviews of Students/Staff/Parents

School Culture and Climate Strengths

Caring and supportive staff
Welcoming atmosphere

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Positive reputation in community and geographical area
High participation in extracurricular activities
Variety of communication methods
Parent involvement opportunities

School Culture and Climate Weaknesses

Timeliness of communication

School Culture and Climate Summary

From surveys conducted by all campuses, our parents, students, and staff describe our district as a welcoming place where students are treated with respect and feel safe. A school resource officer assists with safety assessments and, with campus administration, provides training and drills related to active shooter response, lockdowns, and evacuations. All campuses have safety systems in place at front entrances and require proof of ID for student check outs. Computer systems have been added at each office to document the checking in and checking out system. Aging facilities, campus layouts that were built prior to current safety concerns, and non-contiguous buildings within a campus are areas of weakness that are difficult to overcome due to funding limitations. Construction projects to add classrooms, renovate the entrance of the high school to improve student safety, and improve drainage at the elementary are underway for the 2019-20 school year.

The counseling services offered at each campus provide students with an avenue for seeking help. The counselors are also in classrooms offering support through character education programs and arranging guest speakers and presentations related to depression, suicide, vaping, and bullying. An anonymous reporting system for bullying is in place. The number of discipline incidents for 2017-18 was 253 for a district population of 114. The number of DAEP placements was 16 and there were no incidents involving guns. The district has an excellent reputation for offering a quality education in addition to being a friendly and safe place which results in numerous requests for transfers on an annual basis. Our staff works closely with troubled children and provides home visits, counseling, and donations of food, funds, and clothing when needed.

The district has identified that helping students find a place to belong, especially in junior and high school, increases student satisfaction with school which has a positive impact on academics and discipline. Each campus offers clubs, service organizations, and extra-curricular activities through which students can be involved and teachers and staff go out of their way to encourage students to join in. The majority of secondary students are involved in some extracurricular activity such as band, athletics, academic UIL teams, cheer, VASE, FFA, FCCLA, TAFE, and theatre arts. There are numerous clubs (Film Study, Photography, Art, Spanish) and leadership development opportunities (National Honor Society, Junior National Honor Society, Key Club, Builders Club, and Klondike Leadership Academy) to build student confidence and personal growth.

Attendance was at 96% in 18-19 as compared to 95.96% in the 17-18 and 95.7 in 16-17. A high occurrence of flu in the 4th six weeks impacted attendance in 18-19 and 17-18 when attendance dropped below 94%.

The vision and belief statements of the district all point toward high expectations for everyone, and our students and staff are aligned to this concept. Surveys also indicate that

School Culture and Climate Summary (Continued)

parents agree that our teachers have high expectations for students.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Appropriately certified and qualified staff
Competitive salaries
Stipends for shortage areas
Access to high quality professional development

Staff Quality, Recruitment and Retention Weaknesses

Lack of cultural diversity

Staff Quality, Recruitment and Retention Summary

The district employed 106 teachers and 12 educational aides for 2018-19. The number of qualified applicants for open positions has made it challenging to fill positions as they arise. During the 18-19 school year, two teachers were enrolled in alternative certification programs and received their full certification at the completion of the school year. For the 19-20 school year, two teachers are in alternative education programs and one teacher is working under an emergency permit. Teachers overall score in the proficient range on their appraisals but are provided with a professional library to assist with any areas needing improvement as well as feedback and coaching from campus principals. The staff attends high quality, professional development at Region 8 and other places including conferences to build their skills, knowledge, and capacity for responding to the needs of our stakeholders. The district also schedules staff professional learning days throughout the school year as provided by the state waiver system for professional development. New teachers are assigned a mentor teacher and grade level teams regularly meet and plan together. The teacher turnover rate was 6.5% for 16-17 according to the 17-18 TAPR. The anticipated turnover rate for 18-19 will be higher due to a larger than usual number of retirements.

Staff Quality, Recruitment and Retention Summary (Continued)

Staff and administrators are surveyed on professional development needs, and this, along with student achievement results, drives our professional development. GT, ESL, dyslexia, SPED, EOC, subject area vertical alignment, discipline, technology, response to trauma, contribution of parents, etc. are all part of our annual staff development calendar and training. Follow-up, in the form of observations and lesson plan analysis, is completed to ensure that training is having the intended impact on instruction, overall student health and safety, and parent and family engagement. Adjustments are made accordingly.

The enactment of HB 3 which provided funding to significantly increase staff salaries will improve staff retention and improve the number of quality applicants.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Professional development opportunities
Collaboration and vertical alignment
New ELAR materials in grades K-8
Variety of programs offered for a small school

Curriculum, Instruction and Assessment Weaknesses

Development of additional programs due to staffing or facilities limitations
Shared staffing which impacts master schedule development

Curriculum, Instruction and Assessment Needs

Additional reading interventionist for grades 4-6

Curriculum, Instruction and Assessment Summary

The district is committed to facilitating vertical alignment of curriculum, instruction, and assessment. Differentiation, inclusion of students receiving special education services in

Curriculum, Instruction and Assessment Summary (Continued)

all general education classes, and data driven instruction are focuses of subject and grade-level team meetings. The implementation of Professional Learning Communities is in its infancy and campus leaders are pursuing professional development in this area to implement with fidelity.

A major district curriculum component is the TEKS Resource System which contains planning documents such as Instructional Focus Documents and a Year-at-a-Glance. Vertical Alignment documents are reviewed annually and instructional focus documents every six weeks. Beginning of Year, Middle of Year, and End of Year assessments, unit/six weeks tests and benchmarks inform instruction and direct differentiation strategies.

The integration of technology for teacher and student use has improved digital skills and professional development is offered throughout the school year and summer to assist teachers in this area. The monitoring process for the curriculum includes vertical and grade level meetings. Assessments are reviewed for relevance and appropriateness and are clearly linked to in-depth understanding of the TEKS. Results are disaggregated and analyzed so as to inform instruction. Benchmark assessments have been good predictors in the past as to state testing performance. Student performance data is reviewed each year and critical areas of weakness are determined. Accelerated classes are designed around data-driven identified student needs. The impact is consistent instruction with a higher level of rigor for all students.

State testing results and local benchmark scores show the need for additional instructional time and more one-on-one intervention. At-risk students are the highest need group for this type of intervention. The instructional design which includes an element of pre-teaching assists the student in achieving confidence and engagement. Intervention time or additional class time are scheduled for addressing areas of need in reading, writing and math at each campus. Interventionists at the elementary level are employed to identify and address math and reading for students in grades K-3 to ensure a strong foundation of learning and improve probability of students being on grade level by the end of 3rd grade.

The district uses supplemental instructional or intervention tools such as Fountas and Pinnell Leveled Literacy Intervention, Take Flight, Lexia Core5 Reading Lab, Saxon Phonics, Target Math, Accelerated Reading, MindPlay Universal Reading Screener, and MindPlay Virtual Reading Coach.

Family and Community Involvement

Family and Community Involvement Strengths

Strong support through booster clubs and the Education Foundation
High attendance at school programs and performances
Active PTA which has stretched its support to include secondary campuses

Family and Community Involvement Weaknesses

Minimal attendance at parent education opportunities
Low participation at the secondary level at open house and parent-teacher conferences
Low participation in PTA by parents and teachers of secondary students

Comprehensive Needs Assessment

Family and Community Involvement Needs

Appropriate and quality parent and family engagement activities and resources per ESSA

Family and Community Involvement Summary

Families and community members have several opportunities throughout the year to interact and engage with their students in an academic setting. Well-attended events such as Meet the Teacher, Dragon Flight School for freshmen, open house, Academic Showcase, and parent-teacher conferences provide an avenue for learning about academic expectations. Parent-Teacher conferences also provide a two-way communication to discuss student expectations and goals and determine a path for success. Meetings for parents to assist students transitioning to junior high and high school and course selection are held in spring. The high school offers opportunities for parents and students to prepare for post-high school decisions such as college and technical school. Financial aid nights are held so that parents and students can complete financial aid applications in a timely manner. CTE programs and elective programs are highlighted through Dragonpalooza night so that parents and students can learn more about classes and how they fit into a four-year program.

Parents and community are invited to events to address social and health concerns such as vaping, suicide/depression, and other issues related to helping students make good decisions. Other community engagement events include events for grandparents/grandfriends, Veterans Day program, book fairs, art gallery night, Thanksgiving lunch, and theatre and music exhibitions. Parents are involved in band boosters, athletic boosters, and All Night Shindig After Prom (ASAP) which keeps students safe and engaged in organized activities during the night following prom. The School Advisory Council (SHAC) which is comprised of mostly parents meets at least four times a year and provides guidance for addressing issues that are relevant to the school population and needs. The 18-19 council focused on vaping and implementing the ESTEEM program for 19-20. The Redwater Education Foundation comprised of parents and community members plans fundraising efforts such as community spelling bee, trivia contests, etc which raise funds to provide student scholarships and teacher grants.

The district makes an online gradebook available to parents and students. This portal includes attendance information. The district places pertinent announcements on the home page and each campus provides access to important campus information and teacher web pages. Messages may be sent from the district, campus, and teacher through E -Notes in the form of a text, e-mail or phone message. The district also has a Facebook and Twitter account with Facebook being one the best methods for sharing information with parents, families near and far, and community. The elementary and middle school campuses distribute newsletters. Each campus has a system for ensuring teachers are communicating with parents about student achievement. Progress reports are issued at the three-week grading period. Based on surveys, overall parents are satisfied with communication but improvements in providing timely information at the campus level was identified as needing improvement.

Surveys from parents indicate that they feel a connection to the school and appreciate and value the work being done there for their children.

School Context and Organization

School Context and Organization Summary

Central office staff members accommodate the overall staffing and financial needs of the campuses as funds are available. Recruitment stipends for high-need areas (such as

School Context and Organization Summary (Continued)

secondary math, science, and foreign language) are needed to attract and keep high quality teachers in our rural school, and the district uses an electronic application system to make its needs more well-known. Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student need and include small class sizes. Additional instructional periods are offered for low-performing students. Teachers serve on decision-making committees, and the district central office has an open door policy concerning ideas and opinions. The number of transfers students from other districts speaks of the confidence in our district. Many student transfers stay from kindergarten all the way through 12th grade. A climate of high expectations including the belief that all students can learn is reinforced at all levels.

Technology

Technology Strengths

Student and teacher access to up-to-date technology
Instructional support and integration
Teacher attitudes toward technology integration
Technical support and troubleshooting

Technology Summary

The district has made a commitment to providing technology resources in the form of equipment, network infrastructure, technical support, and instructional technology services. Technology integration for the purpose of supporting instruction, providing online/digital instructional resources, and improving collaboration and communication are priorities of the technology department. An technology integration specialist and instructional coach provides teachers with professional development throughout the school year and during the summer months. Teachers continue to request emerging technology for which the district does it best to provide.

Each classroom is outfitted with a teacher computer and printer and display such as a ceiling mounted projector or interactive panel. Document cameras have been installed in the majority of classrooms and teacher may check out the virtual reality equipment. The district has increased the device to students ratio each year. Most teachers have or have access to carts with 20+ Chromebooks. At the younger grades, iPads are in use. Chromestations have been added where appropriate and libraries serve as media centers and provide access to desktop computers or Chromestations.

Teachers receive training in accordance with state technology application standards for teachers. Additional and ongoing technology integration training such as Google Drive has elevated teacher use and created a culture of effective integration of technology and instruction and increased district collaboration more than ever for both students and staff. The network allows for just-in-time access for instructional use but is also monitored for appropriate use. This is essential since much of the curriculum is technology -based. The software used for acceleration is web-based for 24-7 access; data disaggregation is also web-based, and with DMAC used for disaggregating achievement results throughout the year, teachers have the ability to determine instructional needs at any time.

Comprehensive Needs Assessment Data Sources

ACT/SAT Data
Community Input
Disaggregated STAAR Data
Discipline Referrals
District Policies
DMAC
Drop-out Rates
Expulsion/Suspension Records
Failure Lists
Graduation Records
Highly Qualified Staff
Homeless Students
Maintenance Records
Mobility Rates
Parent Participation
Parental Involvement Policy
PBM Risk Levels
PEIMS Reports
Promotion/Retention Rates
Report Card Grades
Safe Schools Checklist
Semester Exam Grades
Special Programs Evaluations
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Study Island
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

Redwater ISD

Goal 1. The district will provide an exemplary instructional program to empower students with the skills to achieve their full potential.

Objective 1. Improve academic achievement for all learners while closing gaps between student populations on state assessments at all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A comprehensive needs assessment will be conducted by the District Education Improvement Committee 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 organization, and technology. (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1)	Director of Instruction	monthly through November	(L)Local Funds	Formative: CNA Notes; meeting agendas Summative: CNA Narrative and alignment with campus plans
2. To provide data-driven targeted instruction, multiple data sources including but not limited to disaggregated data from DMAC reports, will be used when planning instruction. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Director of Instruction	Monthly August-September	(L)Local Funds	Criteria: Aligned assessment and benchmarks STAAR Assessment results
3. Identify, prior to or as early as possible in the school year, students who may be at-risk for academic failure, and develop and implement specific targeted interventions. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Director of Instruction	July, and monthly through September		Criteria: At-Risk List Assessment Results
4. Campus administrators and teachers will decide on the appropriate use of academic assessments; accelerated instruction, pre-teaching, intervention, tutoring, remediation or any combination thereof to assist students performing below grade level. (Target Group: All,AtRisk) (Strategic Priorities: 2) (CSFs: 4)	Campus Administrators, Teacher(s)	6-week monitoring cycle	(L)Local Funds	Criteria: Assessment calendar Student Achievement Results
5. To help students meet the challenging state academic standards, and develop a strong foundation in literacy and math, reading and math interventionists for grades K-3 will provide students working below grade level with timely individualized instruction and progress monitoring. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,4)	Campus Principal, Interventionist, RAP Coordinators	3-week monitoring schedule	(F)Title I, (F)Title I FTE - 1.8, (S)State Compensatory - $120,519.80, (S)State Compensatory FTE - 1.8	Criteria: Formative: Progress Monitoring Results and Benchmark Results Summative: EOY data tracking report, STAAR Test Results
6. To strengthen academic programs and	Campus Administrators, Director	Every six	(F)Title I, (L)Local Funds	Formative: Participation in district

Redwater ISD

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Objective 1. Improve academic achievement for all learners while closing gaps between student populations on state assessments at all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
promote the best conditions for facilitating student learning, teachers at all campuses will participate and implement applicable, intensive, and sustained math, ELA, social studies, and science professional development. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	of Instruction	weeks/June-Aug		provided professional learning throughout the school year, Certificates of Completion Summative: Lesson plan activities, classroom observations
7. Special education students in 1st through 12th grades will be in an inclusion setting with appropriately certified teachers to provide additional assistance to meet the challenging state academic standards. (Title I SW: 9) (Target Group: SPED) (Strategic Priorities: 2)	Campus Administrators	Semester cycle	(F)IDEA Special Education, (S)State	Formative: Student Schedules, progress monitoring Summative: Report Cards, STAAR results
8. To promote blended learning and fluency in math, reading, writing, science, and social studies, Education Galaxy K-6, Renaissance Accelerated Reader, Accelerated Math, Study Island, Learning A to Z, Social Studies Weekly, Scholastic and Scholastic Junior, and Read Theory, and other systems will be used to assess and provide individualized instruction. (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Director of Instruction, Director of Technology	Every six weeks	(F)Title I, (S)State	Formative: Program usage and reports Summative: Student benchmark results

Redwater ISD

Goal 1. The district will provide an exemplary instructional program to empower students with the skills to achieve their full potential.

Objective 2. A variety of programs, including federal, state, and local programs will be offered to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To provide a well-rounded program of instruction to meet the academic needs of all students, multiple opportunities to participate in fine arts programs offered during the school day and in extra-curricular activities will be afforded to all students. A fine arts teacher for grades PK-3; and music and art teachers for grades grades 4 and 5; and art teacher for grades 7-12 will be provided. Band teachers for grades 6-12 (middle, junior and high school) and a theatre arts teacher for grades 7-12 will be provided. (Title I SW: 2,9) (Target Group: All) (CSFs: 1)	Campus Principal, Director of Instruction, Superintendent(s)	Every six weeks	(L)Local Funds	Formative: Student enrollment Summative: Student achievement
2. To provide a well-rounded program of instruction, a health and wellness program including opportunities for physical activity, counseling, and nutrition services for Pre-K through 12th grades will be maintained. (Target Group: All) (CSFs: 6)	Campus Principal, Counselor(s), Director of Instruction, Nurse, PE Teachers, Superintendent(s), TISD Food Service	Semester Cycle	(L)Local Funds	Formative: Lunch menus, master schedules, counseling records, lesson plans Summative: Fitnessgram reports
3. A full continuum of special education services will be provided for all disabled students. (Target Group: SPED) (CSFs: 1)	Campus Principal, Director of Special Services	Every six weeks	(F)IDEA Special Education	Formative: Program plans, PEIMS Reports, lesson plans Summative: SPED STAAR and STAAR-Alt results
4. To ensure smooth transition from early childhood programs to kindergarten, the district will provide full-day PreK programs for 4 year-olds and 3 and 4 year-olds in PPCD (Preschool Program for Children with Disabilities). Teachers will be appropriately certified and will support, coordinate, and integrate early learning experiences and services enabling these young students to meet academic standards for elementary school. (Title I SW: 7) (Target Group: ECD,SPED,AtRisk,PRE K) (CSFs: 1)	Campus Principal, Director of Instruction, Director of Special Services	Every three weeks	(F)IDEA Special Education, (L)Local Funds, (S)State	Formative: Beginning of year Circle Assessments Summative: End of Year Circle Assessments

Redwater ISD

Goal 1. The district will provide an exemplary instructional program to empower students with the skills to achieve their full potential.

Objective 2. A variety of programs, including federal, state, and local programs will be offered to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Pre-K and PPCD teachers will receive annual high-quality professional development on providing instruction that builds academic readiness skills, develops background knowledge, increases self-regulation, and instroduces academic vocabulary to prepare every student for transition to kindergarten. (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 1,7)	Campus Principal, Director of Instruction	Every six weeks	(F)IDEA Special Education, (L)Local Funds, (S)State	Formative: PD Certificates Summative: Student End of Year Assessments
6. Dyslexia therapists will serve identified dyslexia students in Grades 2-12 and those screened as having dyslexic tendencies in grades 1 but not yet eligible for Take Flight class. Lexia Learning Lab will supplement dyslexia therapy. (Title I SW: 9) (Target Group: Dys) (CSFs: 1)	Campus Principal, Director of Instruction	Every six weeks	(F)Title I, (L)Local Funds, (S)State	Formative: Student enrollment in dyslexia classes, Lexia Lab Summative: Proficiency levels reached on yearly assessments
7. To provide additional educational assistance to students, paraprofessionals (under the direction of the teacher) will offer small group or one-on-one instruction in classroom, library, and lab settings and, where needed, supply personal care for students. (Title I SW: 9) (Target Group: All) (CSFs: 1)	Campus Principal, Director of Instruction, Director of Special Services	Every six weeks	(F)IDEA Special Education, (F)Title I, (F)Title I FTE - 1, (L)Local Funds	Formative: Paraprofessional schedules Summative: STAAR and other assessment results
8. An English As Second Language (ESL) for English Learners (ELs) will be available at all grade levels and provided by ELAR teachers with supplemental ESL certifications. (Target Group: ESL) (Strategic Priorities: 2) (CSFs: 1)	Campus Principal, Director of Instruction, ESL Specialist	Every six weeks		Formative: SBEC Certificates Summative: Student EOY Assessments
9. Home Language Surveys and migrant forms will be used to identify migrant students and they will be served according to their individual needs which may include extended year services. (Target Group: Migrant) (CSFs: 1)	Campus Principal, Director of Instruction	August and with every new enrollment		Formative: Migrant Enrollment Summative: Review of migrant student achievement results
10. At-risk students will be identified and served by certified teachers through computer	Campus Principal, Director of Instruction	Every six weeks	(F)Title I, (S)State Compensatory - $69,325.32,	Formative: At-Risk services assigned per student

Redwater ISD

Goal 1. The district will provide an exemplary instructional program to empower students with the skills to achieve their full potential.

Objective 2. A variety of programs, including federal, state, and local programs will be offered to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
assisted instruction, tutoring, and enrichment/intervention classes according to their individual needs. (Title I SW: 9) (Target Group: AtRisk) (CSFs: 1)			(S)State Compensatory FTE - 1	Summative: STAAR results, comparative results for analyzing gaps, and report cards
11. Students placed in a Disciplinary Alternative Education Program (DAEP) will be supervised and instructed by certified teachers (Buddy Alford DAEP - Cooperative with New Boston ISD). (Target Group: AtRisk) (CSFs: 1)	Campus Principal, Superintendent(s)		(S)State Compensatory - $75,000	Formative: Number of Placements Summative: Six weeks and three weeks grades
12. A summer reading academy for students experiencing reading difficulties for students entering grades 1-3 will be offered in August prior to the start of the school year. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 4)	Campus Principal, Director of Instruction, RAP Coordinators	August	(S)State Compensatory - $9,800, (S)State Compensatory FTE - 8	Formative: Student rosters Summative: Leveled Literacy Intervention Assessment Data
13. Supplies, software, and technology intended specifically for instructing at-risk students through targeted instruction, pullout classes, enrichment classes, tutorials, accelerated instruction, and extended year services will be provided. (Target Group: AtRisk)	Campus Principal, Director of Instruction	Each six weeks	(S)State Compensatory - $129,515	Formative: Pre-Acquisition Requests Summative: Achievement scores
14. The district will fund and administer the ACT test on-campus one school day per year. (Target Group: 11th,12th) (Strategic Priorities: 3)	Counselor(s)	February	(S)State	11/14/19 - Pending (S)

Redwater ISD

Goal 1. The district will provide an exemplary instructional program to empower students with the skills to achieve their full potential.

Objective 3. A challenging curriculum will be provided to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To facilitate effective transitions for students from high school to postsecondary education, the Career and Technical Program (CTE) will be maintained and expanded when possible. (Target Group: CTE) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, CTE Director, Director of Instruction	Semester Cycle	(S)CTE	Formative: CTE course enrollment Summative: PBMAS, CTE Performance Effectiveness Review
2. To facilitate effective transitions for students from high school to postsecondary education, the district will coordinate with institutions of higher education to provide students with dual and concurrent enrollment opportunities. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Director of Instruction	Each semester	(O)Texarkana College	Formative: Dual credit course enromment Summative: Successful course completion
3. To facilitate effective transitions for students from junior high to high school, all eighth graders will meet with the counselor to formulate an endorsement plan. All eighth graders and parents are invited to an informational meeting about high school course offerings prior to course selection. Freshmen can participate in "Flight Camp" prior to the start of ninth grade. The band will offer its own version of orientation to help freshmen make the transition to high school band. (Target Group: 8th) (Strategic Priorities: 3) (CSFs: 6)	Campus Principal	April/May and August		Completion of Endorsement Plans, Parent Night Meeting attendance, and Flight School Attendance
4. To increase blended learning time, the integration of technology will take place in grades K-12 in the regular curriculum. High school technology/CTE courses will provide the needed skills for higher education and job readiness. Administrative programs assisting technology will also be fully integrated with technology. (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Director of Technology	Every six weeks	(L)Local Funds, (S)CTE	Summative - Formative: Lesson Plans Summative: Technology portfolios
5. Students identified as Gifted and Talented will be challenged through enrichment activities	Campus Principal, GT Coordinator	Semester Cycle		Formative: GT participation in programs such as Destination

Redwater ISD

Goal 1. The district will provide an exemplary instructional program to empower students with the skills to achieve their full potential.

Objective 3. A challenging curriculum will be provided to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
in grades K-5. In grades 6-12, students will be placed in advanced English or Math courses. (Target Group: GT,AtRisk) (Strategic Priorities: 3)				Imagination, enrollment in advanced classes Summative: Program evaluations, state assessment results
6. To incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations and industries in the state, work-based learning opportunities with Texarkana College and other workforce programs that provide students in-depth interaction with industry professionals will be offered for academic credit. (Target Group: CTE,9th,10th,11th,12th) (Strategic Priorities: 3) (CSFs: 1)	Campus Principal, Counselor(s), CTE Director, Director of Instruction	Each semester	(O)Texarkana College, (S)CTE	Summative - Formative: Student enrollment in workforce and CTE courses Summative: Student completion of courses
7. GT students will be supported through differentiated instruction to meet masters level on state assessments. (Target Group: GT) (CSFs: 1)	Campus Principal	Each six weeks		Formative: Lesson plans Summative: Achievement results

Redwater ISD

Goal 2. The district will meet the safety and security needs of students and staff.

Objective 1. Each campus will promote and support positive and healthy behavior.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To reduce overuse and incidences of students being removed from the classroom, teachers will utilize prevention based interventions such as redirection, de-escalation, and recognition. (Target Group: All)	Campus Administrators, Counselor(s)	Every six weeks	(L)Local Funds	Summative - Formative: Walk through's Summative: Discipline referrals
2. A character education program will be used in Pre-K through 6 and good character will be promoted in grades 7-12 through various means. (Target Group: All)	Campus Principal, Counselor(s)	Every six weeks	(L)Local Funds	Summative - Formative: Character Education Schedule Summative: Discipline Referral reports
3. Age appropriate Internet safety training for students will be conducted at all campuses. (Target Group: All)	Campus Principal, Director of Technology	August	(L)Local Funds	Summative - Formative: EduHero report of training completion Summative: Number of Acceptable Use violations
4. Guidance office services will be used for conflict resolution and to generate tolerance, honesty, and concern for others and reduce the threat of student violence (including dating violence), bullying, and suicide. (Target Group: All)	Campus Principal, Counselor(s)	Every six weeks	(L)Local Funds	Summative - Formative: Guidance Plan Summative: Discipline referrals
5. An anonymous reporting system for bullying will be provided via the district Web site. All reports will be directed to the appropriate campus administrator and the superintendent to receive immediate attention. (Target Group: All) (CSFs: 6)	Campus Principal, Director of Technology, Superintendent(s)		(L)Local Funds	Summative - Formative: Usage of system Summative: Report of resolutions
6. Teachers and staff will be trained to in suicide awareness, the signs of physical and sexual abuse and responsibility of reporting, and how to prevent/minimize exposure to bloodborne pathogens. (Target Group: All)	Director of Instruction	August	(L)Local Funds	Summative - Formative: Eduhero plans Summative: Certificates of Completion

Redwater ISD

Goal 2. The district will meet the safety and security needs of students and staff.

Objective 1. Each campus will promote and support positive and healthy behavior.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Educators will be provided with the tools needed to become familiar with human trafficking to empower them to recognize risk factors and indicators, identify potential victims and report as legally required. The district will provide training through EduHero courses and Texas RISE to the Challenge. (Target Group: All)	Director of Instruction	December/February		Criteria: Training Records/EduHero Plans Certificates of completion
8. Students in grades 5, 6, and 8 will complete the ESTEEM curriculum to empower students to practice informed and healthy personal decision making. (Target Group: 5th,6th,8th)	Campus Principal	10 weeks per semester	(L)Local Funds	11/12/19 - Pending

Redwater ISD

Goal 2. The district will meet the safety and security needs of students and staff.

Objective 2. Drug awareness plans will be maintained on all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The high school and junior high will continue mandatory student drug testing for students participating in extracurricular activities. (Target Group: 7th ,8th,9th,10th,11th,12th)	Campus Principal, Superintendent(s)	3 to 4 times per year (random)	(L)Local Funds	Summative - Drug testing reports
2. Students and teachers will participate in Safe and Drug Free programs. (Target Group: All) (CSFs: 6)	Campus Principal, Counselor(s)	October	(L)Local Funds, (O)Region 8	Formative: Participation Summative: Disciplinary reports
3. Canine services will be used to identify banned substances and materials. (Target Group: 4th,5th,6th,7th ,8th,9th,10th,11th,12th) (CSFs: 6)	Campus Principal, Local Law Enforcement, Superintendent(s)	2-4 times per year (random)	(L)Local Funds	Summative - Canine Services Reports

Redwater ISD

Goal 2. The district will meet the safety and security needs of students and staff.

Objective 3. A comprehensive and coordinated school/community safety plan will be in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District policy addresses reporting requirements and consequences of sexual abuse by student or educator, including dating violence or other maltreatment of students. Counselors will be the "first responders" in providing services to help in the victim's recovery, and the steps in assistance recovery will be part of the counseling plan. (Target Group: All) (CSFs: 6)	Campus Principal, Counselor(s), Superintendent(s)	August	(L)Local Funds	Summative - Formative: Dating violence policy and sexual abuse policy Summative: Counselor reports
2. The district will continue to employ a student resource officer (SRO) to patrol all four campuses and work with local law enforcement to protect and serve the students, staff, and community. (Target Group: All) (CSFs: 6)	Superintendent(s)	Daily	(L)Local Funds	Summative - Security Incident Reports
3. The district will maintain a positive relationship with local and area law enforcement, firemen, and federal entitites, drawing on their expertise, to conduct appropriate safety drills and training. (Target Group: All) (CSFs: 6)	Campus Administrators, Counselor(s), Student Resource Officer, Superintendent(s)	Monthly	(L)Local Funds	Summative - Formative: Logs of drills and communications Summative: Security Incident Reports
4. The school nurses will provide health care services to the student body. (Target Group: All) (CSFs: 6)	Nurse	Daily	(L)Local Funds	Summative - Nurse reports
5. A School Health Advisory Council will meet at least four times per year and will analyze safety needs and make recommendations to the school board on health issues and curriculum when approrpriate. (Target Group: All) (CSFs: 6)	Counselor(s), Director of Instruction, Nurse	4 times per year		Summative - Scheduled meetings, agenda and minutes
6. Through the transportation cooperative, video cameras with remote access will be maintained to ensure student safety (Western Bowie Transportation Cooperative). (Target Group: All) (CSFs: 6)	Transportation Director	Weekly		Formative: Bus video availability and usefulness Summative: Incident reports
7. Each campus will maintain at least one AED	Campus Principal, Director of	Each semester		Formative: Staff training

Redwater ISD

Goal 2. The district will meet the safety and security needs of students and staff.

Objective 3. A comprehensive and coordinated school/community safety plan will be in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and appropriate staff will be trained. (Target Group: All)	Instruction, Nurse			participation list Summative: AED usage reports
8. An inspection of playground equipment and facilities will be conducted at least once a year. (Target Group: All) (CSFs: 6)	Campus Principal, Maintenance Director, Superintendent(s)	May		Formative: Equipment inspection report Summative: List of injuries reported
9. The e-Note notification system, district and campus Facebook pages, Twitter, and district Website, will be utilized by the district and campuses for disseminating safety information. (Target Group: All)	Campus Principal, Director of Instruction, Director of Technology, Maintenance Director, Superintendent(s)	Weekly	(L)Local Funds	Summative - Formative: Scheduling of calls and postings Summative: Parent feedback through surveys
10. Additional video cameras will be installed in locations of highest need based on student traffic and blind spots. (Target Group: All) (CSFs: 6)	Director of Instruction, Maintenance Director	December	(L)Local Funds, (S)State	Summative - Formative: Identified blind spots Summative: Safety and discipline reports

Redwater ISD

Goal 3. Teachers will be appropriately certified and effective in the classroom.

Objective 1. Redwater ISD will work to attract and retain appropriately certified, competent personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Interview committees will identify, contact, interview, and recommend competent, certified job applicants, if available. (Target Group: All) (CSFs: 7)	Campus Principal, Director of Instruction	April - July		Formative: Interview Notes Percentage of appropriately certified teachers
2. District and campus committees will actively recruit appropriately certified, competent applicants, including minority applicants through job fairs, posting job vacancies in the EASY system through Region 8 and the district Web site, and by participating in the TAMUT teacher preparation program. (Target Group: All) (CSFs: 7)	Campus Principal, Director of Instruction, Superintendent(s)	April-July		Formative: EASY Applications Summative: Percentage of appropriately certified teachers
3. To attract and retain appropriately certified personnel, the district will pay a minimum of $3,000 above state salary base and stipends for teachers in state shortage areas. (Target Group: All) (CSFs: 7)	Superintendent(s)	July		Summative: Percentage of appropriately certified teachers
4. The district will conduct an annual review of teacher certifications and paraprofessional training/college hours to ensure that all meet state certification requirements. (Target Group: All) (CSFs: 7)	Director of Instruction	August - September		Formative: Beginning of Year Report Summative: End of Year Report

Redwater ISD

Goal 3. Teachers will be appropriately certified and effective in the classroom.

Objective 2. Redwater ISD will provide quality staff development for professionals and paraprofessionals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilizing a district-wide needs assessment and survey, all campuses will offer staff development options to teachers and administrators to meet ESSA and state requirements. (Target Group: All) (CSFs: 3,7)	Campus Principal, Director of Instruction	August		Formative: Staff Development Surveys Summative: Effectiveness of Instruction
2. Teaching staff will be provided opportunities to attend conferences and workshops to encourage professional growth and meet ESSA requirements. (Target Group: All) (CSFs: 7)	Campus Principal, Director of Instruction	Every six weeks	(F)Title I, (L)Local Funds	Summative - Formative: Registrations, certificates of participation Summative: Effectiveness of instruction
3. All teachers will be given opportunities to improve their instruction to meet the academic needs of all students and broaden their knowledge of the diverse needs of their students, especially economically disadvantaged students and minority students, through professional development in all academic areas. (Target Group: All) (CSFs: 1,7)	Campus Principal, Director of Instruction	Each six weeks	(S)State Compensatory - $3,200	Summative - Formative: Participation certificates Summative: Effectiveness of instruction
4. Professional development for teachers, assistants, and administrators will be provided in areas of conflict resolution, discipline strategies/classroom management and student code of conduct. (Target Group: All) (CSFs: 6)	Campus Principal	August		Formative: District and Region 8 PD calendar Summative: Discipline reports
5. All teachers will be provided with technology integration coaching opportunities and training for new technology equipment and use to support and facilitate instruction and improve student engagement. Administrators and assistants will receive technology support for administrative software and hardware. (Target Group: All) (CSFs: 1,7)	Director of Instruction, Director of Technology	Each six weeks and June/August	(F)Title IIA Principal and Teacher Improvement	Formative: In-District Training, Workshop, and Inservice Schedule/Lesson Plans Summative: Professional development records, effectiveness of technology integration

Redwater ISD

Goal 3. Teachers will be appropriately certified and effective in the classroom.

Objective 2. Redwater ISD will provide quality staff development for professionals and paraprofessionals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Teachers will be given the opportunity to choose locally provided professional learning opportunities to meet the needs of their students. (Target Group: All)	Director of Instruction	August/Each six weeks	(F)Title I	Criteria: Teacher choice selection and sign in sheets Feedback from teacher surveys Impact on classroom instruction/management and school/classroom climate

Redwater ISD

Goal 4. The district will implement strategies to grow partnerships with community and foster effective parent and family engagement.

Objective 1. The district will communicate with parents in a variety of ways.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district Web site will provide timely and up-to-date information related to upcoming events and activities, health information, accountability results, the ESSA report card, policy online, student handbooks, code of conduct, and other applicable information. (Target Group: All) (CSFs: 5)	Director of Technology	Each six weeks	(L)Local Funds	Summative - Formative: Web site postings Summative: District Web Site usage
2. Presentations on scheduling options and graduation plans to prepare students for success beyond high school will be publicized/communicated for students, parents, and staff including all applicable higher education financial opportunities and admission requirements. (Target Group: 9th,10th,11th,12th)	Campus Principal, Counselor(s)	August, October, March, April	(L)Local Funds	Summative - Formative: Parent and student participation Summative: Student college/technical school admissions and scholarships
3. Invite parents to serve on improvement plan committes at the campus and district levels and seek parent input as plans are written. (Target Group: All) (CSFs: 5,6)	Campus Principal, Director of Instruction	August	(L)Local Funds	Summative - Formative: Invitations Summative: Campus and District meeting participation
4. Parent online access to their child's grades and attendance will be maintained. (Target Group: All) (CSFs: 5)	Director of Technology	Weekly	(L)Local Funds	Summative - TX Connect Parent Portal Gradebook Records
5. Utilize multiple communication systems: E-Notes, Facebook, Twitter, and Web Site to provide information about school closures and/or emergency situations and to relay specific and timely announcements to parents and community. (CSFs: 5,6)	Campus Administrators, Director of Technology, Superintendent(s)	Monthly and as needed	(L)Local Funds	Summative - Formative: Parent notification documentation Summative: Parent surveys on effectiveness
6. Hold a public Title I meetings at various times for parents to have an opportunity to provide input on the various plans and goals of the campus. They will be informed of their right to inform principals of any barriers to their	Campus Administrators, Campus Principal, Director of Instruction	Annually - usually in October	(L)Local Funds	Summative - Formative: Sign In Sheets and agenda of Title I meeting Summative: Parent involvement records

Redwater ISD

Goal 4. The district will implement strategies to grow partnerships with community and foster effective parent and family engagement.

Objective 1. The district will communicate with parents in a variety of ways.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
involvement in their child's education. (Target Group: All) (CSFs: 5,6)				

Redwater ISD

Goal 4. The district will implement strategies to grow partnerships with community and foster effective parent and family engagement.

Objective 2. Parental and community engagement in various programs and activities will be promoted.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Understanding that current research on parental engagement indicates that predictors of student achievement in school includes a home environment that encourages learning with expectations for the child to do well and parents who become involved in the child's education at school, the district has incorporated strategies to lower barriers to parent participation in the school's planning and the child's learning experiences. Parents are encouraged to contact teachers and principals and are welcomed at the school. (Target Group: All) (CSFs: 5,6)	Campus Principal, Director of Instruction	Each six weeks	(L)Local Funds	Summative - Formative: Sign In Sheets for parents/community programs, activities, committee meetings Summative: Parent involvement reports and surveys
2. Several activities will be planned throughout the year including but not limited to: Meet the Teacher (PK-12), parent education programs, grandparent breakfasts/teas at lower grades, Veterans Day program (3-12), fine arts programs and performances, books fairs, open house/academic showcase, literacy night, parent information meetings for Juniors and Seniors, FAFSA Night, 6th/7th/8th/9th grade orientation, Junior-Senior Prom, All Night Shindig After Prom, Klondike Leadership Academy, elementary and middle school field days, father/daughter, mother/son nights. (Target Group: All) (CSFs: 5)	Campus Principal, Counselor(s)	Every six weeks		Formative: Calendar of programs scheduled Summative: Attendance sheets
3. In addition to Meet the Teacher Night, teachers will make contact with parents via email, phone, postcards, letters, home visits, E-Notes, newsletters, or school visit by parents. Contact is made weekly at the lower grades and every three to six weeks at upper grades. (Target Group: All) (CSFs: 5)	Campus Administrators	Every six weeks/three weeks/weekly	(L)Local Funds	Summative - Formative: Letters, cards, notes, etc. Summative: Parent Contact Logs
4. Parent-School Compacts (embedded in the student handbook) and Parent and Family Engagement Plans, developed with the input of	Campus Principal, Director of Instruction	October	(L)Local Funds	Summative - Formative: Plans and Compacts Summative: Success level of

Redwater ISD

Goal 4. The district will implement strategies to grow partnerships with community and foster effective parent and family engagement.

Objective 2. Parental and community engagement in various programs and activities will be promoted.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
parents, teachers, and administrators, will be maintained for the campuses and the district. (Target Group: All) (CSFs: 5,6)				plans
5. Parent Surveys with information concerning volunteer opportunities will be sent to parents. (Title I SW: 1) (CSFs: 5,6)	Campus Principal, Director of Instruction	February/March	(L)Local Funds	Summative - Formative: Survey Summative: Survey Results
6. Volunteerism will continue through PTA, Education Foundation, SHAC, and booster clubs for various organizations. (Target Group: All) (CSFs: 5)	Campus Principal	Semester	(L)Local Funds	Summative - Formative: Membership rosters Summative: Documentation of parent participation/service hours

Redwater ISD

Goal 5. The district will employ strategies to improve attendance and eliminate students from dropping out of school.

Objective 1. Policies and plans for maintaining exemplary attendance will be in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. On a daily basis, e-Notes automated calls will be made to parents of absent students district wide. (Target Group: All) (CSFs: 1,5)	Campus Administrators, Campus Secretaries	Each six weeks	(L)Local Funds	Summative - Formative: Call Out Logs Summative: Attendance Reports
2. Incentives for maintaining exemplary attendance will be offered at each campus. (Target Group: All)	Campus Principal	Each six weeks	(L)Local Funds	Summative - Formative: Incentives/Awards Summative: Attendance Records
3. Saturday School and Summer School will be offered to assist high school students with meeting attendance and graduation requirements; Summer school will be offered to middle and junior high and middle school students to meet the attendance requirements and district promotion policy. (Target Group: 4th,5th,6th,7th ,8th,9th,10th,11th,12th)	Campus Principal, Counselor(s)	Each Semester	(S)State Compensatory - $15,200, (S)State Compensatory FTE - 10	
4. The attendance policy and semester exam exemption policy will be communicated to parents and students through freshman orientation, the high school handbook/addendum and throughout the student's high school career as needed. (Target Group: 9th,10th,11th,12th)	Campus Principal, Counselor(s)	August, December, May	(L)Local Funds	Summative - Formative: Parent meeting, exemption forms Summative: Attendance Records

Redwater ISD

Goal 5. The district will employ strategies to improve attendance and eliminate students from dropping out of school.

Objective 2. Appropriate interventions will be provided for students at risk of dropping out of school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will provide homeless children and youths with counseling services, housing information, personal toiletry items, and tutoring services as needed to support their enrollment, attendance, and success. (Target Group: AtRisk) (CSFs: 1,5)	Campus Principal, Counselor(s)	Monthly	(F)Title I	Summative - Formative: Homeless student enrollment Summative: Homeless student attendance, academic indicators such as report cards and STAAR performance
2. Credit recovery will be offered for students in grades 9-12. (Target Group: AtRisk,9th,10th,11th,12th)	Campus Principal, Counselor(s)	Every six weeks	(S)State Compensatory - $8,000	Formative: Enrollment Summative: Course Completion/Dropout rate
3. Qualifying students will be given workforce release time and work-release time. (Target Group: AtRisk)	Campus Principal, Counselor(s)	Each semester	(S)CTE	Summative - Formative: Workforce and work release enrollment Summative: Dropout rate
4. Pregnancy Related/Homebound services will be provided to students to prevent dropping out of school. (Target Group: AtRisk) (CSFs: 1)	Campus Principal, Counselor(s)	Each six weeks	(L)Local Funds, (S)State Compensatory	Summative - Formative: Homebound/PRS forms Summative: Drop out rate/Achievement scores/Report Cards

Resources

Resource	Source	Amount
Title I	Federal	$147,755
Title I FTE	Federal	2.8
Title IIA Principal and Teacher Improvement	Federal	
State Compensatory	State	$430,560.12
State Compensatory FTE	State	20.8

School Year 2018-19

REDWATER ISD

Student Enrollment Details 1,130 Students Enrolled **Address** P O BOX 347, REDWATER, TX 75573

DISTRICT OVERVIEW 2018-19

HOW WELL DID THIS DISTRICT PERFORM OVERALL?

A

90 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	2018-19
B	**A**
89 out of 100	**90** out of 100

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

OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT

A

92 out of 100

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

SCHOOL PROGRESS

B

89 out of 100

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

CLOSING THE GAPS

B

85 out of 100

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

Student Enrollment Details 1,130 Students Enrolled **Address** P O BOX 347, REDWATER, TX 75573

HOW ARE SCORES CALCULATED?

STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	85	40%
College, Career, and Military Readiness	95	40%
Graduation Rate	100	20%
Total	92	100%

SCHOOL PROGRESS

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

Component	Score	% of grade
Academic Growth	79	
Relative Performance	92	100%
Total	89	100%

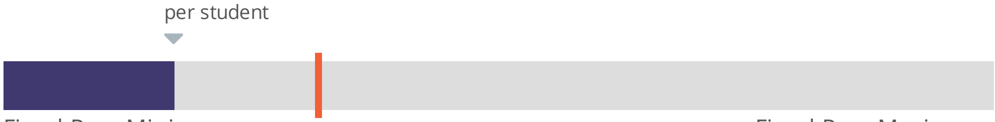
CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	75	55.6%
Academic Growth/Graduation Rate	0	11.1%
Student Achievement	100	33.3%
Total	85	100%

FINANCE SUMMARY 2017-18

HOW MUCH DID THIS DISTRICT RECEIVE COMPARED TO OTHERS?

$10,266
per student



Fiscal Peer Minimum: $8,034

Fiscal Peer Maximum: $20,990

Fiscal Peer Average: $12,147

FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) FOR 2018-19

90 out of 100

Region 8 Migrant SSA Service Delivery Plan (2019-2020)

Strategy 1: Professional Development

Member districts of the Region 8 Migrant Shared Services Arrangement will participate in effective professional development activities to ensure accurate identification and recruitment of migrant students.

Major Activities	Responsible Staff	Estimated Time Frame	Performance Indicators
Participate in Statewide Trainer-of-Trainers ID&R workshop addressing current rules and Regulations related to the ID&R process	ESC 8 Migrant Staff	June or July of each year	Certificate of Training
Communicate with all districts to ensure work surveys are sent out, collected and submitted to Region 8 ESC for follow up.	ESC Staff	August/Jan.	Emails
ID&R training for any new ESC Migrant staff	LEA and ESC Migrant Staff	As needed by request	Certificates of Training
Train the NGS Data Specialists and COE reviewer to ensure accurate review of ID&R data submitted on the COEs.	ESC8 Staff NGS Data Specialist	Fall/Spring	Certificates of Training
Participate in Statewide ID&R Focus Group to receive most current state information regarding ID&R rules, regulations and activities.	ESC 8 Staff	Fall/Spring	ESC 8 Migrant Staff Electronic Portfolio
Train LEA staff as requested on the use of MSIX to promptly identify Migrant students	ESC 8 Staff	Fall	ESC works
Attend ID&R sessions at the AMET conference	ESC 8 Staff	Fall	Session handouts, notes,
Attend ID&R sessions at national conference if approved by ESC Exec. Director to attend	ESC 8 Staff	Spring	Sessions handouts, notes

Strategy 2: Identification & Recruitment Process

Member districts of the Region 8 Migrant Shared Services Arrangement will participate in effective identification & recruitment activities to ensure accurate identification and recruitment of migrant students.

Major Activities	Responsible Staff	Estimated Time Frame	Performance Indicators
Survey all students at the beginning of each School year to determine academic needs.	LEA Migrant Staff	August	Completed Surveys
Survey returning migrant students at the beginning of each school year to check for summer moves.	LEA Migrant Staff	August	Completed Surveys
Include survey in enrollment packets to screen new enrollees for possible eligibility.	LEA Migrant Staff	On-going	Completed Surveys
Interview families to make final eligibility determination	LEA/ESC Recruiters/ Migrant Staff	As needed	Completed COE's
Conduct ID&R activities at spring Pre-K/Headstart Kindergarten Registrations	LEA Recruiters/ Migrant Staff	Spring	Completed Surveys/ COE's
Conduct ID&R activities at local festivals	Migrant Staff	Fall/Spring	
All completed COEs forwarded to Eligibility Reviewer and/or NGS Data Specialist for final Review	Eligibility Reviewer/ NGS Data Specialist	As needed	Completed COE's
Monitor student academic progress	ESC staff	On-going	District Reports
Utilize MSIX to monitor ensure Migrant students are promptly identified and served upon moving from one district to another	ESC/LEA Migrant staff	As needed	MSIX searches, emails
Canvass districts by actively searching for farms, ranches, orchards etc.	LEA/ESC Recruiters	As Needed	Completed COE's, Travel Logs

Strategy 3: Family & Community Relations & Coordination

Member districts of the Region 8 Migrant Shared Services Arrangement will coordinate with district families and community members to facilitate Identification & Recruitment activities.

Major Activities	Responsible Staff	Estimated Time Frame	Performance Indicators
Coordinate with the Region 8 Migrant SSA Parent Advisory Council to obtain new ideas for Identification & Recruitment Activities.	PAC Members	Fall/Spring	PAC Minutes- ESC 8
Make contact and collaborate with local businesses that may employ migrant workers to make them aware of our identification and recruitment efforts.	LEA Migrant Coordinator	Fall	List of local businesses that employ migrant workers
Provide supplemental books and school materials for Migrant students to be used during summer months to encourage literacy activities.	ESC/LEA staff/parents	May/June	NGS report/list of students who received supplies

Strategy 4: Strategy MPO Implementation Plan

Member districts of the Region 8 Migrant Shared Services Arrangement will coordinate with district families and community members to facilitate Identification & Recruitment activities.

Strategy 1: Reading	**Responsible Staff:** ESC Staff/ School Staff	**Estimated Time Frame:** Year-Round	**Performance Indicators:** Reading Assessment Scores; Surveys
Strategy 1: Reading Strategy 1-1: Required – Coordinate/provide supplemental reading instruction to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, existing school resources, supplemental resources).			
Strategy 1-2: Required – Provide training and support to migrant students on the use of academic tools and resources to increase success in reading.			
Strategy 1-3: Required – Coordinate/provide professional development for MEP staff who provide needs-based supplemental reading instruction to migrant students.			
Strategy 1-4: Required – Coordinate with other school/community programs to provide support services that address the identified reading needs of migrant children and youth (e.g., health services, food/nutrition, transportation, translations/interpretations).			
Strategy 1-5: Optional – Ensure collaboration between MEP staff who provide direct support for migrant students and other school staff to support the identified reading needs of the migrant students served.			
Strategy 1-6: Required – Coordinate/provide training/resources to migrant parents on reading strategies for their children.			
Strategy 2: Math	**Responsible Staff:** ESC Staff/ School Staff	**Estimated Time Frame:** Year-Round	**Performance Indicators:** Math Assessment Scores; Surveys
Strategy 2-1: Required – Coordinate/provide supplemental mathematics instruction to migrant students based on disaggregated results of formal/informal assessments (e.g., coordinate with community resources, school resources, supplemental resources).			
Strategy 2-2: Required – Provide training and support to migrant students on the use of academic tools and resources to increase success in mathematics.			
Strategy 2-3: Required – Coordinate/provide professional development for MEP staff who provide needs-based supplemental mathematics instruction to migrant students.			
Strategy 2-4: Required – Coordinate/provide support services that address the identified mathematics needs of migrant students (e.g., health services, food/nutrition, transportation, translating/interpreting).			
Strategy 2-5: Optional – Ensure collaboration between MEP staff who provide direct support for migrant students and other school staff to support the identified mathematics needs of the migrant students served			
Strategy 2-6: Required – Coordinate/provide training/resources to migrant parents on mathematics strategies for their children.			
Strategy 3: School Readiness	**Responsible Staff:** ESC Staff/ School Staff	**Estimated Time Frame:** Year-Round	**Performance Indicators:** Pre and Post Assessments; Surveys
Strategy 3-1: Required – Coordinate with other programs (e.g., Head Start, Teaching Mentoring Community [TMC]) to provide migrant children ages 3-5 (not in kindergarten) with access to school readiness services.			
Strategy 3-2: Required Regular School Year/Optional Summer – Implement the TEA-approved early literacy program (A Bright Beginning) for migrant children ages 3-5 (not in kindergarten) that are not served by other programs.			
Strategy 3-3: Required – Provide migrant parents with developmentally-appropriate school readiness resources and strategies.			
Strategy 3-4: Required – Coordinate/provide support services (e.g. health services, transportation, translations/interpretations, meals/nutrition) for migrant children ages 3-5 (not in kindergarten) and their families (e.g., coordinate with early childhood agencies, community-based organizations).			
Strategy 4: High School Graduation/OSY	**Responsible Staff:** ESC Staff/ School Staff	**Estimated Time Frame:** Year-Round	**Performance Indicators:** Graduation Rate; Surveys
Strategy 4-1: Required – Coordinate/provide supplemental instructional services to ensure migrant students are proficient on state assessments.			
Strategy 4-2: Required – Coordinate/provide support services to migrant students in grades 9-12 (e.g., counseling, translation, health services, transportation, mental health services).			
Strategy 4-3: Required – Coordinate/provide migrant student graduation support and advocacy (e.g., monitoring and tracking attendance and academic progress, reviewing course selections, providing leadership and mentoring programs, facilitating family/school connections, providing home visits).			
Strategy 4-4: Required – Coordinate with receiving state MEP staff on migrant students' graduation needs/requirements.			
Strategy 4-5: Required – Coordinate/provide needs-based services for OSY with support and advocacy (e.g., graduation, high school equivalency, job readiness skills).			
Strategy 4-6: Required – Provide information and resources to parents about graduation requirements and college/career opportunities.			
Strategy 4-7: Required – Provide professional development for MEP staff on services for migrant students in grades 9-12 and OSY (e.g., credit accrual, credit recovery, inter/intra state coordination, TMIP)			
Strategy 4-8: Required – Provide non-MEP staff with information about MEP services and programs that address graduation and opportunities after high school (e.g., credit accrual, credit recovery, inter/intrastate coordination, TMIP, HEP/CAMP, Close Up, BCLI).			

School District: ALL Migrant SSA member districts	# Priority for Service (PFS) Action Plan	Filled Out By: Region 8 ESC Migrant staff
Region: 8	**School Year: 2019 - 2020**	**Date: October 16, 2019**

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have failed (or at risk of failing [approaching on STAAR]) one or more of the state assessments, or were granted LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

Goal(s):	**Objective(s):**
The goal for students that participate in the Migrant Education Program and that are identified as Priority for Service students is that they will be successful on yearly state and/or curriculum-based assessments and graduate on time from High School or obtain a High School Equivalency Diploma.	• Monitor the progress of MEP students who are PFS • Communicate the progress and determine needs of PFS migrant students to school staff, parents and students • Provide services to PFS students according to need

Required Strategies	Timeline	Staff Rspnsble	Dcmnttn
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Monthly, September through August	NGS Consultant	NGS reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Beginning of year	PFS Consultant	PFS Action Plan
Additional Activities:			
▪ For PFS students who are identified as LEP, TELPAS and other data will be analyzed to ensure instruction is appropriate.	Ongoing as needed	PFS Consultant	Individual PFS Progress Review
▪ Tutorials will be recommended for students in grades 4-12 based on STAAR results	Ongoing as needed	PFS Consultant	NGS Reports, Eduphoria
▪ Tutorials will be recommended for students in grades K-3 based on TELPAS and other assessments	Ongoing as needed	PFS Consultant	NGS Reports, Eduphoria
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the ESC PFS Consultant will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	September, 2019	PFS Consultant	Individual PFS Progress Review reports
▪ During the academic calendar, ESC PFS Consultant will provide parents of PFS information on the Priority for Service criteria.	September 2019 – August 2020	PFS Consultant	Individual PFS Progress Review reports
▪ During the academic calendar, the ESC PFS Consultant will make individualized home and /or community visits to update parents on the academic progress of their children.	Ongoing as needed	PFS Consultant	PFS Prgress Review reports;clndr
Additional Activities:			
▪ For PFS students who are identified as LEP, TELPAS and other data will be explained to parents.	Ongoing as needed	PFS Consultant	Individual PFS Progress Review
Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Monthly	NGS Specialist PFS Consultant District Staff	Individual PFS Progress Review reports
▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Monthly	NGS Consultant PFS Consultant District Staff	Individual PFS Progress Review reports
▪ The ESC PFS Consultant will determine what federal, state, or local programs serve PFS students.	Quarterly	PFS Consultant	Individual PFS Progress Review reports
▪ Tutorials will be provided for students in grades 4-12 based on STAAR results	Ongoing	PFS Consultant	NGS Reports, Eduphoria
▪ Tutorials will be provided for students in grades K-3 based on TELPAS and other assessments	Ongoing	PFS Consultant	NGS Reports, Eduphoria