

Decatur Independent School District
Rann Elementary
2019-2020 Campus Improvement Plan



Mission Statement

Every student in every classroom is challenged and feels confident, loved, safe, and successful in learning. Teachers are a genuine, creative family that cares about the future of our students. Students and staff go home at the end of the day feeling accomplished and knowing we matter!

Vision

Each student will succeed and soar onward.

Core Beliefs

Compassion - Relationships - Student Centered - High Expectations

Table of Contents

| | |
|--|----|
| Compassion - Relationships - Student Centered - High Expectations | 2 |
| Comprehensive Needs Assessment | 4 |
| Demographics | 4 |
| Student Academic Achievement | 6 |
| School Processes & Programs | 7 |
| Perceptions | 8 |
| Priority Problem Statements | 9 |
| Comprehensive Needs Assessment Data Documentation | 10 |
| Goals | 12 |
| Goal 1: Rann- By June 2020, 3rd and 4th grade students at Rann elementary school will increase their overall "meets" percentage by 10 points, from 38% to 48% as measured by the Math STAAR test. | 12 |
| Goal 2: Rann- By June 2020, 3rd and 4th grade students at Rann elementary school will increase their overall "meets" percentage by 7 points, from 47% to 54% as measured by the Reading STAAR test. | 15 |
| Goal 3: Rann- (TIP) By June 2020, the percentage of 4th grade students at Rann elementary school who make "expected" growth will increase from 52% to 78%, as measured by the STAAR test. | 17 |
| Goal 4: Rann- By May 2020 we will improve overall communication with all of our stakeholders evaluated at 3.15 and raised to 3.5 or greater on a 4.0 scale, as measured by the EOY School Climate Survey regarding communication. | 21 |
| Goal 5: Rann- By May 2020 we will increase our parent's response on the EOY survey from 2.3 to 1.5 (on a scale from 1 completely agree to 5 completely disagree) by explicitly teaching appropriate behavior, developing meaningful relationships and making a positive difference in our students lives as measured by the Social Emotional Learning Survey. | 22 |
| State Compensatory | 23 |
| Personnel for Rann Elementary: | 23 |
| Title I Personnel | 24 |
| Campus Education Improvement Committee | 25 |
| Addendums | 26 |

Comprehensive Needs Assessment

Demographics

Demographics Summary

Rann Elementary is a Title 1 campus serving pre-Kindergarten through fourth grade with 497 currently enrolled students. The district's elementary Bilingual and Dual Language programs are housed at Rann. This includes both native English and native Spanish speakers in grades K-3 and only native Spanish speakers in pre-K and Fourth grade.

Our staff is made up of English speaking teachers and Bilingual (Spanish and English) teachers. We currently have 13 bilingual teachers (at least one in each grade level) and 18 monolingual teachers in core subject areas. We have 7 instructional aides, 3 of which are bilingual. Our office staff includes a bilingual receptionist and bilingual nurse. Our counselor is bilingual as well.

Based on the data from the 2018-2019 PEIMS submission, Rann had 527 enrolled students. The enrollment grade level breakdown is as follows:

Early education- 9 students
Pre-K- 22 students (half day)
Kindergarten- 100
Grade 1- 92
Grade 2- 107
Grade 3- 92
Grade 4- 105

Rann had 243 male students (46%) and 284 female students (54%).

Rann had a population of 53% Economically Disadvantaged students, 32% English Language Learners, 47% Hispanic, 49% White, and less than 5% other ethnicity. About 46% of our total population is considered At Risk as defined by the state criteria. We have 37 students serviced through Special Education accounting for approximately 7% of our total make-up.

*Note- Since 2017-2018 school year, we no longer have fifth grade students on campus and have added pre-K bilingual. The 2019-2020 school year is the first year that we have had full day pre-K students.

Demographics Strengths

Rann has a population comprised primarily of Hispanic and Caucasian students. Rann is well represented with staff that reflects our student population. Rann employees bilingual staff in the following areas: front office receptionist, counselor, nurse, 2 instructional aides, custodians, and cafeteria workers, along with bilingual classroom teachers. The library has student Spanish books, notes are translated in Spanish to send home and all instructional staff are ESL certified. The Gomez & Gomez framework for Dual Language Program is being implemented this year in the Kindergarten, 1st, 2nd and 3rd. 4th grade classrooms will continue to work within the One-Way Bilingual model.

*The two-way program will be added to an additional grade each year as the students move up. All Bilingual teachers, Principal, and Assistant Principal have been trained in the Gomez & Gomez Dual Language Program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Recruiting and retaining highly qualified bilingual staff members is challenging. **Root Cause:** The campus demographics are not truly represented in the community making it challenging to bring people to Decatur.

Student Academic Achievement

Student Academic Achievement Summary

Rann Elementary focuses on developing the whole child academically, socially, and emotionally. Data collected from our comprehensive needs assessment show an overall trend of Limited English Proficient (LEP) and Economically Disadvantaged student populations scoring lower in several academic areas.

STAAR 2019-

Overall Reading Results- 76% Overall Approaches, 47% Meets, 21% Masters

Overall Math Results- 72% Overall Approaches, 36% Meets, 11% Masters

3rd Grade Reading Results- 80% Approaches, 39% Meets, 21% Masters

3rd Grade Math Results- 73% Approaches, 36% Meets, 11% Masters

4th Grade Reading Results- 75% Approaches, 54% Meets, 20% Masters

4th Grade Math Results- 71% Approaches, 37% Meets, 11% Masters

4th Grade Writing Results- 69% Approaches, 41% Meets, 8% Masters

Student Academic Achievement Strengths

Reading results were generally positive. The meets and master percentages were good overall.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Math instruction was not addressed explicitly **Root Cause:** Concentration was on reading.

School Processes & Programs

School Processes & Programs Summary

At Rann Elementary, we continue to recruit and hire highly qualified personnel. Our teaching staff is content certified and bilingual or ESL certified to meet the needs of our students. Our paraprofessional staff meets criteria for their roles. Our specialists (Dyslexia, Intervention, Language) are highly qualified and experienced. Our counselor is highly qualified, experienced and forms great relationships with students and staff. Our assistant principal is highly qualified and holds a principal certificate.

From an instructional perspective, we are utilizing our Professional Learning Communities (PLC) to address campus wide needs. Team leads and administrators received extensive training with the PLC model. We meet with each grade level once a week. We also have daily collaborative planning time set aside for teachers to discuss and analyze the curriculum, lesson design and develop assessment tools. We use the TEKS Resource System as our curriculum guide. Eduphoria is used for a variety of needs, but includes analyzing data, creating assessments, reviewing student progress. In regards to technology applications, Rann is a 1:1 campus with iPads. Students are able to access many applications and web based tools. Teachers are trained and are able to utilize the technology.

For personnel support, we have staff professional development once a month. We have staff meetings once a month to address school issues and leadership meetings once a month to address specific campus needs. Additionally, the district offers training opportunities for staff. The staff will participate in various forms of professional development throughout the year. Administrators will continue to receive training throughout the year on needs as determined by the district or campus.

School Processes & Programs Strengths

All staff are ESL, & GT certified, at least within the first year of employment. All specialists, counselor and assistant principal are highly qualified and knowledgeable.

New hires to Rann are given a mentor teacher for support during their first and second year of teaching. New teachers are given both district and campus support throughout the year.

Rann leadership team received extensive training on the PLC model. All staff received training from administration on PLCs.

Rann is a 1:1 campus as it pertains to student technology and each teacher has their own iPad. Training for teachers is occurring for them to implement Apple Classroom.

Perceptions

Perceptions Summary

Rann Elementary School is committed to developing every aspect of a child's learning. This includes academic goals, but only after addressing social and emotional learning (SEL).

We have Positive Behavior Intervention Support as campus wide goal. We have a SEL focus with daily morning meetings and is the expectation that all staff is in attendance.

We have a comprehensive safety plan. We practice tornado, fire, and lock-down drills on a regular basis and documented. Walkie talkies are utilized by each grade level at recess, for emergencies, and dismissal. Staff is on duty at 7:15 for arriving students, at lunchtime, and at the end of day to insure our students are safely being dismissed. All exterior doors remain locked during the day. Raptor System is used for entry into the school.

We hold Awards Assemblies each six weeks to celebrate student academic and character success.

Perceptions Strengths

Morning meetings have led to deeper relationships between teachers and students.

Access to Rann's premises is severely restricted, thus creating a safer environment.

Our focus on relationships has led to better relationships between students.

We celebrate student success regularly.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic math assessment data
- Local diagnostic reading assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Rann- By June 2020, 3rd and 4th grade students at Rann elementary school will increase their overall "meets" percentage by 10 points, from 38% to 48% as measured by the Math STAAR test.

Performance Objective 1: (TIP) Closing the Gap- By June 2020, 3rd and 4th grade Hispanic students at Rann elementary school will increase their overall "meets" percentage in Math by 13 points from 27% to 40% as defined by STAAR. Currently the gap between Hispanic students (27%) and white students (51%) is 24%.

Evaluation Data Source(s) 1: Math running records (BOY, MOY and EOY for on grade level, monthly for below, including specifically identifying Hispanic students)

Istation ISIP reports (monthly, including specifically identifying Hispanic students)

Walk through data and collaborative team meeting feedback to address TEKS RS implementation

Unit tests (flexible dates due to scope and sequence) and disaggregating data (including specifically identifying Hispanic students)



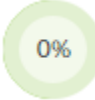

Fall and spring interim assessments- Nov 4-8 and Feb 3-7, and disaggregating data (including specifically identifying Hispanic students)

STAAR test-May 12- data will not be made available until June 2020

Summative Evaluation 1:

Targeted or ESF High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Quality tier 1 instruction utilizing TEKS Resource System | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see all students increase in overall "meets" and a significant increase in "meets" for our Hispanic population. | | | | |
| Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Vertical professional development around "high impact" TEKS- 4.3 (fractions) | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see all students increase in overall "meets" and a significant increase in "meets" for our Hispanic population. | | | | |
| Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Vertical professional development around process skills- Running records | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see all students increase in overall "meets" and a significant increase in "meets" for our Hispanic population. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Tier 2 and 3 interventions target individual needs of students (RtI)- Skill based interventions (including specifically identifying Hispanic students) | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see all students increase in overall "meets" and a significant increase in "meets" for our Hispanic population. | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | | |

Goal 2: Rann- By June 2020, 3rd and 4th grade students at Rann elementary school will increase their overall "meets" percentage by 7 points, from 47% to 54% as measured by the Reading STAAR test.

Performance Objective 1: (TIP) Closing the Gap- By June 2020, 3rd and 4th grade Hispanic students at Rann elementary school will increase their overall "meets" percentage in Reading by 15 from 34% to 49% as defined by STAAR. Currently the gap between Hispanic students (34%) and white students (63%) is 29%.

- Evaluation Data Source(s) 1:** DRA (BOY, MOY and EOY- including specifically identifying Hispanic students)
 Intervention data to include running records, skill based and comprehension (including specifically identifying Hispanic students)
 Walk through data and collaborative team meeting feedback to address TEKS RS implementation
 Istation ISIP reports (monthly- including specifically identifying Hispanic students)
 CBAs (flexible dates due to scope and sequence- and disaggregating data, including specifically identifying Hispanic students)
 Fall interim assessment- Dec 2-6- and disaggregating data (including specifically identifying Hispanic students)
 Spring mock STAAR-3/23-4/3- and disaggregating data (including specifically identifying Hispanic students)
 STAAR test- May 13- data will not be made available until June 2020

Summative Evaluation 1:

Targeted or ESF High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Quality tier 1 instruction using TEKS Resource System</p> | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see all students increase in overall "meets" and a significant increase in "meets" for our Hispanic population. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Reading workshop model with student conferencing | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see all students increase in overall "meets" and a significant increase in "meets" for our Hispanic population. | | | | |
| Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Guided reading and running records (including specifically identifying Hispanic students) | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see all students increase in overall "meets" and a significant increase in "meets" for our Hispanic population. | | | | |
| Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Tier 2 and 3 interventions target individual needs of students (Rtl)- Skill based interventions (including specifically identifying Hispanic students) | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see all students increase in overall "meets" and a significant increase in "meets" for our Hispanic population. | | | | |



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Rann- (TIP) By June 2020, the percentage of 4th grade students at Rann elementary school who make "expected" growth will increase from 52% to 78%, as measured by the STAAR test.

Performance Objective 1: By June 2020, all students will meet the "expected" growth measure in math, increasing from 48% to 75% as measured by the 4th Grade STAAR Math test.





Evaluation Data Source(s) 1: 2020 4th Grade Math STAAR Results

Summative Evaluation 1:

Targeted or ESF High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Quality tier 1 instruction utilizing TEKS Resource System</p> | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see a majority of our students make growth from 3rd to 4th grade. | | | | |
| <p>Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Vertical professional development around "high impact" TEKS- 4.3 (fractions)</p> | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see a majority of our students make growth from 3rd to 4th grade. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Vertical professional development around process skills- Running records | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see a majority of our students make growth from 3rd to 4th grade. | | | | |
| Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Tier 2 and 3 interventions target individual needs of students (Rtl)- Skill based interventions (including specifically identifying Hispanic students) | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see a majority of our students make growth from 3rd to 4th grade. | | | | |

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: Rann- (TIP) By June 2020, the percentage of 4th grade students at Rann elementary school who make "expected" growth will increase from 52% to 78%, as measured by the STAAR test.

Performance Objective 2: By June 2020, all students will meet the "expected" growth measure in reading, increasing from 56% to 80% as measured by the 4th Grade STAAR Reading test.





Evaluation Data Source(s) 2: 2020 4th Grade Reading STAAR Results

Summative Evaluation 2:

Targeted or ESF High Priority

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Quality tier 1 instruction using TEKS Resource System | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see a majority of our students make growth from 3rd to 4th grade. | | | | |
| Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Reading workshop model with student conferencing | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see a majority of our students make growth from 3rd to 4th grade. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Guided reading and running records (including specifically identifying Hispanic students) | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see a majority of our students make growth from 3rd to 4th grade. | | | | |
| Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 4) Tier 2 and 3 interventions target individual needs of students (Rtl)- Skill based interventions (including specifically identifying Hispanic students) | 2.4, 2.5, 2.6 | Teachers, Interventionists, Administration | We should see a majority of our students make growth from 3rd to 4th grade. | | | | |

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


Goal 4: Rann- By May 2020 we will improve overall communication with all of our stakeholders evaluated at 3.15 and raised to 3.5 or greater on a 4.0 scale, as measured by the EOY School Climate Survey regarding communication.


Performance Objective 1: By May 2020 we will establish daily/weekly lines of communication with all of our stakeholders as measured by the frequency of our communication and effectiveness of our communication and evaluated by our EOY survey.

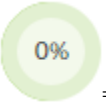
Evaluation Data Source(s) 1: Newsletters, DoJo, Emails, Social Media, School Climate Survey


Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|--------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Administration and grade level teams will create weekly campus newsletter for parents. | 2.4, 2.5, 2.6 | Administration, teachers | The Rann community should be well informed about what the campus is doing. | | | | |
| 2) The staff will communicate informally through class DoJo, emails and phone calls and social media | 2.4, 2.5, 2.6 | Administration, teachers | The Rann community should be well informed about what the campus is doing. | | | | |
| TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 3) Each teacher will meet with each parent to review data at least once per school year. | 2.4, 2.5, 2.6 | Administration, teachers | The Rann community should be well informed about what the campus is doing. | | | | |

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 5: Rann- By May 2020 we will increase our parent's response on the EOY survey from 2.3 to 1.5 (on a scale from 1 completely agree to 5 completely disagree) by explicitly teaching appropriate behavior, developing meaningful relationships and making a positive difference in our students lives as measured by the Social Emotional Learning Survey.


Performance Objective 1: Fully and effectively utilize morning meetings to address social and emotional learning for all students. Create deeper and more meaningful relationships for all members of the Rann family.

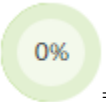
Evaluation Data Source(s) 1: Student feedback, staff feedback, parent/community feedback.


Summative Evaluation 1:

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|-------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| TEA Priorities Improve low-performing schools ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Create a master schedule that intentionally plans for teachers and students to develop deeper relationships. | 2.5, 2.6 | Administration, teacher | Less discipline problems, better social skills and better relationships with all Rann members. | | | | |
| 2) Review/Explore resources for morning meetings. | 2.4, 2.5, 2.6 | Administration, teacher | Less discipline problems, better social skills and better relationships with all Rann members. | | | | |

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

State Compensatory

Personnel for Rann Elementary:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---------------|-----------------|----------------|------------|
| Leann Burrows | Aide | Comp Ed | 1 |
| Tera Davis | Teacher | Comp Ed | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|----------------------|----------------|------------|
| Dala Burk | Aide | Title I | 1 |
| Debbie Shaw | Intervention Teacher | Title I | 1 |
| Lidia Garcia | Aide | Title I | 1 |
| Maria Martinez | Aide | Title III | 1 |
| Yolanda Rivera | Aide | Title III | 1 |

Campus Education Improvement Committee

| Committee Role | Name | Position |
|----------------------------|----------------------|--------------------------|
| Administrator | Roby Nunn | Principal |
| Administrator | Ana Marquez | Assistant Principal |
| Classroom Teacher | Perla Zamora | Teacher |
| Classroom Teacher | Emily Alaniz | Teacher |
| Classroom Teacher | Stephanie Fothergill | Teacher |
| Classroom Teacher | Katie Fincher | Teacher |
| Classroom Teacher | Sonia Carrillo | Bilingual Team Lead |
| Classroom Teacher | Jami Leonard | Teacher |
| Classroom Teacher | Debbie Shaw | Intervention Specialist |
| Classroom Teacher | Holly McNiel | Teacher |
| Non-classroom Professional | Cynthia Alvarez | Counselor |
| Community Representative | Patty Willingham | Community Representative |
| Parent | Carrie Alano | Parent |
| Parent | Mende Hanley | Parent |
| Parent | Kristy Campbell | Parent |
| Parent | Mark Goggins | Parent |
| Parent | Jessicah Lambert | Parent |
| Parent | Jenny Read | Parent |
| Community Representative | Terry Antoine | Community Representative |

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

| MANDATE | REFERENCES | LEA PERSON RESPONSIBLE | LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION) |
|---|--|------------------------|---|
| 1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior | TEC 11.252(a)(3)(E) | | The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB. |
| 2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators | TEC 11.253(d) Board Policy FFA(Local) | | The school will follow Board Policies: FFA and EHAA. |
| 3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates | TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal) | | |
| 4. District's Decision-Making and Planning Policies | TEC 11.252(d) | | |

| MANDATE | REFERENCES | LEA PERSON RESPONSIBLE | LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION) |
|---|-----------------------------------|------------------------|--|
| <ul style="list-style-type: none"> Evaluation – every two years | | | |
| 5. Dropout Prevention | TEC 11.252 | | |
| 6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program | TEC 11.252(a)(3)(B) | | The school will follow Board Policy EHB, F, EHBC, and EKB. |
| 7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data | P.L. 107-110, Section 1415(b) | | |
| 8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable | | | |
| 9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program | TEC 11.252(4) TEC 11.252(3)(G) | | |

| MANDATE | REFERENCES | LEA PERSON RESPONSIBLE | LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION) |
|---|--|------------------------|--|
| <ul style="list-style-type: none"> ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities | | | |
| <p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers | ESSA | | |
| <p>11. Sexual Abuse and Maltreatment of Children</p> | TEC 38.0041(c) TEC 11.252(9) | | The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA. |
| <p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development | Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal) | | The school will follow Board Policy FFB and FNF. |

| MANDATE | REFERENCES | LEA PERSON RESPONSIBLE | LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION) |
|--|---|------------------------|--|
| <ul style="list-style-type: none"> ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel. | | | |
| <p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> ● Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence | <p>TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831</p> | | <p>Board Policies: FFB, FOC, FOCA, DMA and FFE</p> |
| <p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education | <p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p> | | <p>Board Policy DMA(Legal)</p> |
| <p>15. Technology Integration in Instructional and Administrative Programs</p> | <p>TEC 11.252(a)(3)(D) TEC 28.001</p> | | |