

Lancaster Independent School District

Rolling Hills Elementary

2016-2017 Campus Improvement Plan



Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

Core Beliefs

In Lancaster ISD, we believe that:

Equity in education is a human right.

Educators, parents and students share in the responsibility of developing well-rounded individuals.

Engaged, relevant learning experiences provide for a quality education leading to quality of life.

Learning is a life-long process that is enhanced by taking risks.

A person has the capacity to learn from past experiences.

Purposeful planning to meet individual student needs leads to intentional outcomes for student success.

| VISION 2020 KEY STRATEGY | CORRESPONDING DISTRICT GOALS |
|---|---|
| 1. We will assimilate the use of technology to produce creative and innovative learners. | GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS |
| 2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and CScope. | GOAL 1: INSTRUCTION GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT |
| 3. We will utilize 21st century practices to design a recruitment, retention, and development system for personnel that capitalizes on strengths and talents. | GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS |
| 4. We will empower, educate, and encourage families to embrace involvement in education. | GOAL 3: COMMUNICATION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 5: CHARACTER DEVELOPMENT |

| | |
|--|---|
| <p>5. We will create new experiences that will result in an overall positive perception of the community.</p> | <p>GOAL 3: COMMUNICATION</p> <p>GOAL 5: STUDENT SUPPORT SYSTEMS</p> <p>GOAL 6: SAFE ENVIRONMENT</p> |
| <p>6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.</p> | <p>GOAL 3: COMMUNICATION</p> <p>GOAL 6: SAFE ENVIRONMENT</p> <p>GOAL 7: FISCAL OPPORTUNITIES</p> <p>GOAL 2: TEACHER RETENTION</p> |
| <p>7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.</p> | <p>GOAL 1: INSTRUCTION</p> <p>GOAL 4: STUDENT SUPPORT SYSTEMS</p> <p>GOAL 6: SAFE ENVIRONMENT</p> |

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rolling Hills Elementary sits on 12.01 acres of suburban real estate located equidistant between the streets of Pleasant Run and Belt Line Road. The building, which is one of the newest in the district, was completed in 1989 along with Lancaster Jr. High. 51,000 sq. feet provides plenty of room for the approximately 630 Pre-K through 5th grade students who are expected to attend Rolling Hills Elementary during the 2016/2017 school year. Rolling Hills Elementary has an instructional staff of 53 people and this number includes para-professionals, teachers, master teachers, support staff and administrators. Student enrollment is 654 students for the 2016-2017 school year. The ethnic distribution of the campus is approximately as follows: African-American-95%, Hispanic-4.5%, White-.5%. Approximately 83% of the students are identified as economically disadvantaged. Although many of our students are not recognized as English Language Learners (ELL's) by the state's criteria, they fit the title by definition because they have the same struggles as the identified ELL's.

Demographics Strengths

1. Campus performance data indicates a positive consistency with STAAR passing rates. For the 2015-2016, Rolling Hills Engineering Academy met state standards with 3 distinctions in the area of student growth, ELAR/Writing, and Science.
2. Faculty works well with diverse student population to produce consistent academic achievement and student growth.
3. The majority of students that attend Rolling Hills live in close proximity of the school which allows for teachers and parents to engage in building positive relationships in regards to improving academics and behavior.

Demographics Needs

The following needs have been identified and are listed in priority orders:

1. Provide Research-Based Instructional Strategies and Staff Development to develop Highly Quality Effective Lessons.
2. Provide Quality Reading Programs to improve ALL students ability to fluently read and comprehend text.
3. Integrate Math Problem Solving Program that aligns with reading and writing strategies.
4. Integrate Science Engineering Process and PLB's that align with science standards.
5. Continue to Build Positive Relationships with Students, Parents, and Community.

Student Achievement

Student Achievement Summary

Campus STAAR 2015 data show 3rd-5th grade have met standard Level II phase with an overall score of 58% in Reading, 44% in Math, 54% in Writing, and 48%% in Science. The Rolling Hills Engineering Academy met the state standards.

Student Achievement Strengths

Our students showed a decreased in the area of reading, math, writing, and science in 3rd-5th grade on the 2015-2016 STAAR Test.

Student Achievement Needs

The following needs have been identified and are listed in priority order:

1. Implement with Fidelity a Response to Intervention Program Kindergarten through 5th Grade.
2. Implement Instructional learning environment of whole group, small group, learning stations, and independent learning with Fidelity.
3. In Professional Learning Communities, plan effective lessons in all core subject areas that met the needs of all students and their learning styles.
4. STAAR, District Assessments, Teacher-Made Assessments, and I-Station data indicates the focus on the Five Components of Reading, Vocabulary, Writing, Scientific Process, and Math Problem Solving at all grade levels.

School Culture and Climate

School Culture and Climate Summary

The 2015-2016 Mission is "Accountability, Excellence, and Success". The Theme is "Team Work Makes the Dream Work". Rolling Hills Engineering Academy faculty and staff strive to ensure that all students achieve higher levels of learning. Students are engaged throughout the day and instruction extends beyond the traditional classroom. The students are learning how to be accountable of their actions and choices with the implementation of "PBIS: Positive Behavior Intervention System." This system allows students to have ownership in their daily choices at school, as well as home. Every Six-Weeks students have the opportunity to rise to the expectations of their grade level team and peers to earn rewards throughout the school year and participate in events at school such as our six-weeks celebrations, parties, and etc. The Goal of Rolling Hills Engineering Academy Atmosphere is to cultivate an atmosphere where all students are successful, parents, and guest will feel warm and inviting to be apart of the Rolling Hills Engineering Academy. We are all accountable as we strive towards excellence and students being successful.

School Culture and Climate Strengths

Rolling Hills Engineer Academy is aesthetically pleasing and promotes a safe and orderly environment that is conducive to learning. All students Pre-K(3) through 5th grade receive free breakfast every morning. Every student participates in character development lessons and social groups, once a week with the counselor. Also, Tiger's of Excellence (lunch bunch) once a month underneath the leadership of the counselor. Rolling Hills Staff members are dedicated in sponsoring different clubs such as Modern African-American Dance, Robotics, Phonics, Sister to Sister for Girls, Right Track for Boys, Music Production, and Art for students to participate in after-school once a week provided both semesters.

Rolling Hills Engineering Academy grade levels have chosen different colleges for each grade level to learn about throughout the school year. Each grade level will represent and provide information about the uniqueness of their college during a school assembly once a month. All grade levels will participate in a College Expo Night where they will have the opportunity to showcase their College Information as part of their parent teacher conferences.

School Culture and Climate Needs

The breakfast in the classroom procedures are running smoothly and students every morning have the opportunity to eat and continue their learning. We have an excellent cafeteria staff who does an awesome job ensuring that they meet teachers and students needs to make the program a success at Rolling Hills Engineering Academy. The counselor at Rolling Hills Engineering Academy is working diligently with teachers to finalize his calendar in order to provide character education classes and social groups inside and outside the classrooms. District personnel Ms. Fanning has volunteered to support the Rolling Hills Staff club sponsors assisting with the important documents, materials, and community supports to support our student after-school clubs. The teachers are working diligently as a team to support the college and career expo. The PTA at Rolling Hills Engineering Academy does an excellent job providing teachers

with supplies for their classrooms, support PBIS programs, student weekly achievement programs, student field trips and etc.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Rolling Hills Elementary Engineering Academy, 100% of teaching staff, including paraprofessionals are highly qualified. Highly effective staff members are assigned to work with the highest need students by the principal in the master schedule, through regrouping, and pull-outs by the academic coaches. Mentors are assigned to first year teachers. New teachers have support on campus by their mentors, fellow teachers, and administrators. New teachers to the campus meet weekly to gain in-depth training on the various technology systems used on campus to input and monitor student data, discipline, and other instructional tools.

Professional Development opportunities are offered on campus, throughout the district, and region to align the various needs of teachers and staff to address the demands of student needs for learning and progress. Staff members attend a variety of high quality professional development, such as: vertical alignment, content-specific workshops, Region 10, Empowering Writers academy, etc. Follow-up data regarding teacher performance is provided through walk-through observation reports, TAP evaluations, and conferences.

Rolling Hills Elementary Engineering Academy will continue to operate at a high level and maintain a moral that focuses on collaboration and teamwork.

Staff Quality, Recruitment, and Retention Strengths

Through the implementation of Lancaster ISD accountability system, TAP (*Teacher Advancement Program*), on-going weekly professional development session are conducted on campus during teacher's planning period. Each session is specific and addresses the implementation of research-based best practices for growth of all students. Teachers learn new strategies, analyze data, and develop plans of action to address student needs facilitated by 2 Master Teachers with the support of the Reading Interventionist.

Teachers help and support each other in order to meet the needs of all students. All staff know the importance of what they do and are willing to go the extra mile to help each other and our students. Our new staff members are enthusiastic and have a desire to work with at-risk students. They all come highly recommended and will be a healthy addition to our team.

Teacher appreciation activities are conducted throughout the school year to show gratitude and thanks for their dedication to the growth of students. Activities include, but are not limited to, teacher BINGO, drawings, ice-cream socials, luncheons, etc.

Additional Strengths:

- All teachers are highly qualified

- Assignment of best teachers to most at-risk students
- Professional development is tailored to the interests and needs of teachers
- Teachers are eager to learn
- Teachers receive immediate feedback from administrators and master teachers from walkthroughs

Staff Quality, Recruitment, and Retention Needs

Rolling Hills Elementary Engineering Academy recognizes the need for continued growth and development. Based on district & campus data analysis and the new state assessment, STAAR, attendance, feedback and implementation of campus training plan were areas that were identified and listed as priority on the campus improvement plan and TAP Cluster weekly on-going professional development meetings. Time for professional learning, fostering relationships, data analysis and lesson design will ensure a deeper understanding of student progress and development of appropriate learning opportunities.

Rolling Hills Elementary will continue to work towards maintaining highly qualified staff with high moral by focusing on collaboration, teamwork, and communication, while recognizing the need to stay abreast to cutting edge of Technology, Legislative changes, and curricular development.

Additional Needs:

- Writing across the curriculum
- AVID
- Instructional strategies for ELLs
- Content specific training for content knowledge

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Federal Report Card 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices






Goals

Goal 1: We will ensure that the staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 1: Rolling Hills Elementary (RHE) will provide ALL students with an academic and real world knowledge of mathematics including but not limited to problem solving.

Summative Evaluation: A minimum of 75%-80% of all students tested will meet or exceed minimum expectations on the 2017 STAAR math test in third grade 80%, Fourth Grade 80%, and 80% in fifth grade. At least 10% of all students will achieve at the Advanced Academic level on the 2017 STAAR math test at each tested grade level.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|------------|----------------------------------|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Teachers will participate in weekly planning sessions and receive lesson plan feedback to plan highly effective lessons that focus on adequate teacher modeling and student engagement that incorporate real word math problem solving with a focus on base ten and algebra. | 1, 3, 8 | Principal and Leadership Team | District Math CFA's, District Math Benchmarks, and STAAR Math Results | | | | |
| 2) Implement weekly formative common assessments that will focus on math problem solving concepts and skills administered at the end of each six weeks for grades PK-5. Paper Cost: \$3,100. Math Resources: \$3, 500.00 | 1, 2, 3, 8 | Administration and Teachers | Student performance on local and state assessments, and classroom data forms. | | | | |
| 3) Analyze campus Math assessment data and identify individual students who is 1.5 discrepant of the TIER I data point . Each student will be prescribed an appropriate instruction and intervention strategies, during the 40 to 50 minute staggered RTI intervention schedule/ power hour time daily. Paper Cost: \$1,000.00 | 8, 9 | Administration and Teachers | Master Schedule, Local Assessment Data, Grade level and Formative Assessments | | | | |
| State System Safeguard Strategy 4) Special population students such as GT, Sped & ESL will be provided with rich learning activities specifically designed to meet their needs. | 8, 9 | Administration and Teachers | Activity Logs, Lesson Plans, Student Work, Participation Log | | | | |






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|---|------|--|--|--|--|--|--|
| 5) Teachers will be required to attend various staff developments to enhance math, reading, science and writing instructional delivery with technology seamlessly incorporated in their lesson plans as they implement in their classroom instruction. | 8, 9 | Administration and Leadership Team | Agendas, Power Points, and Teacher Sign-In Sheets, District Content Meetings | | | | |
| 6) Monthly Vertical Alignment Team Meetings in grades PK3-1st and 2nd-5th grade in the areas of math to increase content knowledge. | 1 | Administration, Leadership Team, and Staff | Monthly Agendas, Lesson Plans, and Student Work | | | | |
| State System Safeguard Strategy 7) Recruit and maintain highly qualified teachers to teach mathematics and reading by incorporating a supportive mentoring program for new teachers. They will expand their staff development by sending them to observe Tier 1 teachers. | 3, 5 | Principal and Administration Team | TAP Final Evaluation, New Teacher Meeting Agendas, Lesson Plans, Accountability Board, Class Profiles, STAAR Results, weekly Common Assessment Results | | | | |
| 8) Analyze campus math data by SE's and identify students who missed the most frequently assessed. Teachers will provide student feedback and students will complete data notebooks and reflections K-5th Grade. Paper and Folders: \$500.00 | | Administration, Master Teachers, and Teacher | Weekly Assessments, District CFA's, Benchmarks, and STAAR Assessments. | | | | |
| 9) Implement school-wide math RHE problem solving model PK-5th. | | | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 1: We will ensure that the staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 2: Rolling Hills Elementary will strive to ensure that ALL students are reading on or above grade level while developing a love of reading by exposing them to the different genres of literature and reading strategies.

Summative Evaluation: A minimum of 75%-80% of all students tested will meet or exceed minimum expectations on the 2017 STAAR math test in third grades 80%, Fourth Grade 80%, and 80% in fifth grade. At least 25% of all students will achieve at the Advanced Academic level on the 2017 STAAR math test at each tested grade level.






| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|--|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Teachers will participate in weekly planning sessions and receive lesson plan feedback to plan highly effective lessons that focus on adequate teacher modeling and student engagement in reading. | 1, 3, 8 | Administration and Leadership Team | District Math CFA's, District Math Benchmarks, and STAAR Math Results | | | | |
| 2) Analyze campus reading assessment data and identify individual students who is 1.5 discrepant of the TIER I data point . Each student will be prescribed an appropriate instruction and intervention strategies, during the 40 to 50 minute staggered RTI intervention schedule/ power hour time daily. | 8, 9 | Administration and Teachers | Master Schedule, Local Assessment Data, Grade level and Formative Assessments | | | | |
| 3) Monthly Vertical Alignment Team Meetings in grades Pre-K3-1st and 2nd-5th Grade to increase content knowledge and planning. | 8, 9 | Administration and Teachers | Master Calendar and Lesson Plans | | | | |
| 4) Implement formative common assessments that will focus on reading different genres, determining informational and literary text, and implementing reading strategies to assist with understanding each reading questions that address figure 19 standard across all grade levels. Paper Cost: \$3,100.00 Reading Resources: \$3,500.00 | 1 | Administration and Teachers | Student performance on local and state assessments, and classroom data forms. | | | | |
| 5) 6)Implement PK3, PK4 Classroom Data Walls that represent BOY, MOY, and EOY Reading Data for the areas of identifying and writing 26 letters, 1-50 numbers, and sight words. Kinder-5th grade data walls will represent BOY, MOY, and EOY data to track student progress in the areas of identifying sight words, tracking fluency, and moving students towards their grade level reading levels. Data Wall Classroom Posters 2nd-5th Grade \$200.00 | 1 | Administrator, Assistant Principal, Master Teachers, and Reading Interventionist | Monthly Running Records with fluency, and sight words that move students every six-weeks. District CFA's, Benchmarks, and STAAR Assessment. | | | | |

| | | | | | | | |
|--|--|---|---|--|--|--|--|
| 6) Analyze campus reading data by SE's and identify students who missed the most frequently assessed. Teachers will provide student feedback and students will complete data notebooks and reflections K-5th Grade. Paper and Folders: \$500.00 | | Administration, Master Teachers, Reading Interventionists, and Teachers | Weekly Assessments, District CFA's, Benchmarks, and STAAR Assessments. | | | | |
| 7) Implement school-wide reading strategies for grades PK-5th grade. | | | | | | | |
| <p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 1: We will ensure that the staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 3: Student Achievement (Science) Rolling Hills Elementary will develop a love of science in ALL students by exposing them to hands on experiences in the real world of science including careers and technology in science.

Summative Evaluation: A minimum of 75-80%% of all students tested will meet or exceed minimum expectations on the 2017 STAAR science test at each tested grade level. At least 25% of all students will achieve at the Commended level on the 2017 STAAR

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|---|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Teachers will participate in weekly planning sessions and receive lesson plan feedback to plan highly effective lessons that focus on adequate teacher modeling and student engagement in science. | 2, 8 | Administration Team, District Science Coordinators, and Teacher | Weekly Science Assessment Data, District Assessments, and STAAR Assessment | | | | |
| 2) Students will participate in a Campus STEM. Pre-K and kindergarten students present class science fair projects. Grades 1-5 students will present individual projects. | 9 | Administration, Leadership Team, and Teachers | Science Fair Project Displays | | | | |
| 3) Analyze campus science data by SE's and identify students who missed the most frequently assessed. Teachers will provide student feedback and students will complete data notebooks and reflections K-5th Grade. Paper and Folders: \$500.00 | 4 | Administration, Master Teacher, and Teacher | Lesson Plans, Weekly Assessments, District CFA's, Benchmarks, and STAAR assessment. | | | | |
| 4) Students will be required to use interactive science journals in the 5th grade to increase their academic performance. Journal Cost: \$100.00 | 3 | Administration Team, Leadership Team, and Teachers | Science Notebooks | | | | |
| 5) Vertical Alignment Team Meetings in grades Pre-K-3-1st and 2nd-5th grade to allow content area planning. | 8 | Administration Team, Leadership Team, and Teachers | Monthly Agenda, Lesson Plans, and Student Work Samples | | | | |
| 6) Science Vocabulary and Science Experiment Prompts will be posted in a Common Areas to assist students with preparing for the Rolling Hills Science Fair and to help students build vocabulary. | 9 | Administration | Cafeteria Vocabulary Walls and Hallway Content Area Walls. | | | | |
| 7) 7) Implement school-wide strategy for answering science questions. The name of the strategy is REVIEW. | | | | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 1: We will ensure that the staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 4: Student Achievement (Writing)- Rolling Hills will strive to ensure that ALL students are writing on or above grade level while developing an interest for writing and exposing them to different writing styles and literature.

Summative Evaluation: A minimum of 75-80% of all students tested will meet or exceed minimum expectations on the 2017 STAAR reading test at each tested grade level. At least 25% of all students will achieve at the Advanced Academic level on the 2017 STAAR Writing test at each tested grade level.






| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|---|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Implement formative common assessments that will focus on grammar, writing mechanics, and implementation of writing strategies. Paper Cost: \$3,100.00 | 2 | Administration, Master Teachers, and Teacher | Weekly Assessments, District CFA's, Benchmarks, STAAR Assessment, and TELPAS | | | | |
| 2) Implement School-Wide Writing Team that will become trainers of trainers to provide training to assist with implementing Empowering Writer's Program PK-5th grade twice a month. Students writing will be posted in the hallway to display progress. | 8 | Principal, Master Teacher, and 4th Grade Writing Teacher, and Writing Team | Weekly assessments, District CFA's benchmarks, and STAAR writing assessment. | | | | |
| 3) Implement a 4th grade writing camp for two weeks to prepare for the STAAR Assessment once in the Fall and Spring. | | Principal and 4th Grade Writing Teacher | Writing Camp Schedule and Student Writing Samples | | | | |
| 4) Analyze campus reading data by SE's and identify students who missed the most frequently assessed. Teachers will provide student feedback and students will complete data notebooks and reflections K-5th Grade. Paper and Folders: \$500.00 | | Administration, Master Teachers, Reading Interventionists and 4th Grade Writing Teacher | Weekly Writing Assessments, District CFA's, Benchmark, and STAAR Assessment | | | | |
| 5) Implement non-fiction and fiction graphic organizer PK-5th grade were students have to identify story genres, decided if the story is information or literary text, and compose expository composition. Implement school-wide writing strategies across grade levels. Paper Cost: \$3,100.00 | | Administration, Master Teachers, PK-5th Teachers | Weekly Assessments and Writings, District CFA's, Benchmarks, and STAAR Assessment. | | | | |
| 6) Teachers will participate in weekly planning sessions and receive lesson plan feedback to plan highly effective lessons that focus on adequate teacher modeling and student engagement in writing. | 3, 4 | | | | | | |

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: We will ensure that the staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 5: Rolling Hills Elementary students will be provided with a sound education in Social Studies with a long-term goal of making them better students/citizens.

Summative Evaluation: 80% of the students will pass the social studies benchmarks each time they are given. RHE students will be equipped with the foundational knowledge and skills that will allow us to build for their future on the 8th Grade Social Studies STAAR test.






| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|---|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Teachers will use cross curricular instruction to teach Reading and Social Studies. | 3 | Principal, Leadership Team, and Teachers | Lesson Plans, Social Studies, Projects | | | | |
| 2) Students and teachers will participate in cultural activities that highlight famous people and places including Lancaster, Texas. | 3 | Principal and Leadership Team | Activity Logs and Field Trip Logs | | | | |
| 3) Special population students such as GT, Sped & ESL will be provided with rich learning activities specifically designed to meet their needs. | 9 | Administration Team, Counselor, and Leadership Team | Activity Logs, Lessons, Student Work, Participation | | | | |
| 4) Students will research and explore different countries and cultures during Rolling Hills May Cultural Activity. | 3 | Administrative Team, Leadership Team, and Teachers | Multi-Cultural Weekly Activities in May | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 2: We will attract, retain, develop and evaluate high quality personnel to ensure all staff members are held accountable and receive the support necessary to achieve our mission and objectives.

Performance Objective 1: Rolling Hills Elementary will create a professional environment that nurtures and supports ALL teachers in their quest to be effective teachers.

Summative Evaluation: Rolling Hills Elementary will have less than a 5% teacher turnover rate each year. Rolling Hills Elementary will have at least 95% teacher attendance each day.






| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|------------------------------------|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Provide staff with adequate support in classrooms and resources (supplies, discipline, & professional development). | 4 | Administration and Leadership Team | Lesson Plans, Staff Attendance Data, Climate Survey | | | | |
| 2) Implement a MVP(Teacher) and grade level team of the Six Weeks every six weeks. To promote a feel of appreciation for a job well done. | 5 | Principal | Staff Attendance Data, Climate Survey | | | | |
| 3) Continue Teacher of the Year Program culminating with a Teacher of The Year Reception to be held in May 2017. | 5 | Principal | Staff Attendance Data, Climate Survey | | | | |
| 4) Utilize the TAP for performance pay for teachers. | 5 | Principal | Value-Added Data, Teacher Payouts | | | | |
| 5) Create a Sunshine, Faculty Advisory, Multi-Cultural, 100th Day of School, Attendance/Truancy, STEM Advisory, Committees as a forum for faculty members to present and resolve school challenges to improve school climate, increase teacher "buy-in", and help to move the school from high-performing to high capacity. (Increase Organizational Health) | 2 | Principal | Committee Minutes, Agenda, Climate Survey | | | | |
| 6) Increase Teacher Attendance by providing an award to the teacher who has no absences or few absences for each six weeks. | 1 | Principal and Office Manager | Increased teacher attendance | | | | |
| 7) Implement a Secret Pal for the week of Christmas leading up to the School Christmas Party and the End of the Year to show appreciation of one another and have fun revealing the secret pal at the end of the week. | 5 | Principal and Sunshine Committee. | Culture and Climate Survey | | | | |
| 8) Provide, conduct, and support tiered staff development that helps teachers to identify and implement best strategies/practices for improving student achievement in all subject areas. This will be provided through the following methods Pre-Conferences,Clinical Supervision, Book Studies,Vertical Planning,Job alike Training,Learning Walks, Professional Affiliations, Graduate/Post-Graduate Studies, Video Conferences and Shadowing Mentors. | 4 | Administration Team | Agendas, Sign-In Sheets, Certificates of Completion, Transcripts, Book Reports, Video Conference Log, Criterion Referenced Test Scores | | | | |
| 9) Award "Teacher and Staff Member of the Year" to an outstanding member of the team each year. | 5 | Principal | Attendance Log, Climate Survey | | | | |

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|--|------|--|--|--|--|--|--|
| 10) Administration Team, Master Teachers, Reading Interventionists and Mentor Teachers will conduct coaching as needed to enhance instructional delivery and ultimately impact student achievement. | 2 | Leadership Team | TAP Evaluations, Pre and Post Conferences, Walkthrough Summations | | | | |
| 11) Create a culture with growth by fostering and providing staff development that allows staff members to inquire, apply new practices in their classrooms, reflect, problem solve, develop study experiences, self-evaluate their teaching and learning, interpersonal strengths, coaching, and organizational skills. This will be achieved by providing non-traditional staff development models Classroom Observation, Socializing Intelligence, Accountable Talk, Professional Reading & Reflections, Conducting Surveys, Conducting Interviews, Build Relationships, Video Conferencing & Conference Calls. | 2, 4 | Principal | Agendas, Sign-in Sheets, Positive Collaborations, Informal Observations, Administrative Walkthroughs | | | | |
| 12) Conduct Bi-Monthly Paraprofessional Meetings to discuss concerns or support that they made need from the principal and teachers. | | Principal | Agenda and Sign-In Sheets | | | | |
| 13) Provide individual staff members with a Happy Birthday goody bag to celebrate their birthdays and provide a small token of acknowledgements on their special day. | | Administration Team, and Administration Office Manager | School Climate and Culture Survey | | | | |
| 14) Implement School-Wide Surprise Awards to All teachers and staff members every three weeks to show our appreciation. | | Administration Team and Administration Office Manager | Climate and Culture Survey | | | | |
| 15) Implement a once a month a team building activity, at the end of each faculty meeting to enhance our school theme "One TEAM One Mission!! | | Administrative Team | Exit Tickets and Culture and Climate Survey | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 3: We will improve our public image by increasing the effectiveness of our internal and external communication, as well as our marketing initiatives that will lead to greater understanding and trust among all facets of the district and community.

Performance Objective 1: Rolling Hills Elementary staff, students and parents will work collaboratively to positively impact the image of the school through student achievement, public service and positive communication.


Summative Evaluation: To assure that Rolling Hills Elementary creates and maintains a positive public image by providing accurate, timely and courteous service to all members of our learning community. To further enhance the image of Rolling Hills Elementary by providing our students with a high caliber of academic instruction.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Maintain a functioning campus webpage. | 2 | Technology Coach | Increased number of visitors to the campus website | | | | |
| 2) Actively participate in district and city events. | 2, 5 | Principal, Counselor, Teachers, and Technology Coach | Participation Log, Photographs | | | | |
| 3) Create and send out a Parent Satisfaction Survey. | 6 | Technology Coach | Survey Results | | | | |
| 4) Prepare and distribute a Monthly Principal Newsletter for/ to parents. | 6 | Principal | Survey Results | | | | |
| 5) Teachers will generate weekly newsletters in students Tuesday's Folders and keep an updated communication log with parents about "positive" accolades in addition to communication concerning behavioral and academic progress. | 6 | Principal and Teachers | Communication Logs and Weekly Newsletters | | | | |
| 6) School will use the School Messenger System to relay critical information to parents. | 6 | Administration Team and Leadership Team | Call Logs | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 4: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interests, and career aspirations.

Performance Objective 1: (Community Involvement) Rolling Hills will become a hub of parental involvement by educating, respecting and providing a non-threatening environment for parents and children.

Summative Evaluation: Increase overall parent involvement to participate in parent academies that focus on enhancing their knowledge of the 21st Century Learner and Continue to Build Parent to Teacher Relationships.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Host a Meet the Teacher Night in the first week of school. | 6 | Administration, Leadership Team, Teachers, Staff | Back to School Power Points and Schedule of Parent Stations and Rotations, and Parent Sign-In | | | | |
| 2) Host the September Annual Grandparents' Day Feast. | 6 | Counselor, Teachers, and Staff | Grandparent's Flyer, Grandparents sign-in sheet, Grandparents Pictures, and Final Count of Grandparents that Attended from the Cafeteria Manager | | | | |
| 3) Increase participation in PTA by 40%. | 6 | Administration | Membership Log | | | | |
| 4) Distribute a Monthly Newsletter on the school website for parents to be notified of upcoming events and what is going on at RHE. | 6 | Principal, Counselor, Nurse, and Secretary | Parent Survey | | | | |
| 5) Host a Parent Academies to provide parents with strategies to enhance their child's success in school. | 6 | Principal, Leadership Team, and Teachers | Parent Academies Agenda, Parent Sign-In Sheets, and Causal Day Award Stickers to Students for Parents Participating | | | | |
| 6) 1st--5th Grade Students will receive planners for daily communication between the teacher and parent in regards to concerns, behavior, and positive comments. Parents will receive weekly Tuesday folders with student graded and revised work, grade level newsletters, office forms, and etc. | 6 | Principal, Leadership Team, and Teachers | Student Weekly Friday Folders and Student Grade level planners | | | | |
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Goal 5: We will promote the success of all students by providing a comprehensive approach to students support by, but not limited to, collaboration, addressing barriers to student learning, using data from from DMAC, teacher generated assessments and observations to assist in providing the framework for interventions and to guide our instruction, the use of state standards and district content RIG's to ensure curriculum alignment, and monitor best practices to ensure College and Career Readiness.

Performance Objective 1: To provide all students with academic and social interventions that will ensure their success in school and in society.

Summative Evaluation: To meet all students at their point of need. Have a well trained Response to Intervention (RtI) Team that addresses the needs of EVERY student.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|---|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Provide additional interventions and enrichment activities during the day. Beginning in November, extended day will begin on Wednesday and Tutoring inviting tier 2 and 3 students. In January, extended will be offered twice a week on Wednesday's and Thursday's. | 8, 9 | Administration Team, and Teachers | Report Cards, Intervention, Schedule, District Assessments, Student Growth Documentation, TIER II and III completed documents, Master Schedule of RTI "Power Hour" time provided in the daily schedule to provide interventions. | | | | |
| 2) Continue partnering with community resources that provide social services to families. | 6 | Principal and Counselor | Agendas, Letters of Agreement, and Sign-In Sheets | | | | |
| 3) Implement weekly Food 4 Kids Program. | 9 | Counselor | Participant Log | | | | |
| 4) Implement a campus-wide RtI planning team to meet the academic and social needs of students. | 8, 9 | Principal, Leadership Team, and Teachers | Master Schedule, Professional Development Agendas, and RtI Documentation | | | | |
| 5) Offer Saturday Instructional Support to students in need of additional academic support and enrichment. | 9 | Administration, Leadership Team, and RHE Teachers | District Assessments, and STAAR Assessments | | | | |
| 6) The Right Track Young Men Club will meet once a week beginning October 15th to collaborate about young manhood and assist with establishing goals to enhance their future. The Sister to Sister Club will meet once a week beginning October 15th to collaborate about young sister hood and assist with the establishing goals to enhance their future. | 6, 9 | Principal, Counselor, Technology teacher, music teacher, and Master Teachers, Secretary, and RHE Female staff | Academic performance of students with mentors, Student & Parent Feedback, Administrative Observation | | | | |
| 7) Conduct home visits of struggling students. | 9 | Administration and Leadership Team | Parent Contact Logs, Parent Visitation Logs | | | | |






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|---|--|---|--|--|--|--|--|
| <p>8) In the month of October, 6 Clubs will be implemented for student's to participate in on a weekly basis.</p> <p>Engineering Pipeline: Robotics Club Music Production Club Body and Mechanics Club</p> <p>African Modern Dance Club Phonics and Blending Club Art Club Community Service Club</p> | | Principal, Counselor, RHE Staff Members | Student Projects, Student Sign-In Sheets, and Student Surveys, Art Showcase, Dance Performance, Music Production, Robotics Competition, Show Off My Phonics Level and Blending Words, Log of Community Service Hours | | | | |
|---|--|---|--|--|--|--|--|

 = Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 6: We will provide students with opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration.

Performance Objective 1: Rolling Hills will provide ALL students with a strong technology background aligned with state technology standards.






Summative Evaluation: All students will be computer literate by 1st grade and will receive ongoing technology instruction through 5th grade. Teachers will utilize more technology/media in their daily instruction.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|------------|---|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Students will participate in the District STEM Fair. | 9 | Leadership Team and Technology Coach | Student Participation | | | | |
| 2) Campus will utilize information from Observation use of Technology and Teacher Surveys to develop a campus I-Station plan. | 8 | Administration, Leadership Team, and Technology Coach | Survey Data and Technology Plan | | | | |
| 3) Schedule will reflect that all students will receive a minimum of 50 minutes of technology education per week. | 3 | Principal and Technology Coach | Daily Schedule and Lesson Plans | | | | |
| 4) Students will have the opportunities to integrate technology into all content areas and 4th grade writing. Students will be implementing the use of Chrome Books, as a pilot in 5th grade writing classes. | 3, 9 | Principal, Leadership Team, Teachers, and Technology Coach, 4th Grade Teacher | Lesson Plans and Student Work Projects | | | | |
| 5) Mobile computer lab will be utilized by teacher to facilitate learning and technology use by students. | 3 | Principal, Leadership Team and Teachers | Lesson Plans and Student Reflections of What They Learned. | | | | |
| 6) Students will use the iStation Reading and Math on-line program during the Computer Education Lab and their classrooms to enhance their instruction. | 9 | Principal and Technology Coach | District Assessment Data, STAAR, and RTI Results | | | | |
| 7) Rolling Hills will implement Project/Problem Based Learning through the vehicle of the STEM Pipeline of Engineering in 4th grade math and 5th grade science. | 1, 2, 3, 4 | Principal and Leadership Team | 100% completion of the final products will be the evidence that demonstrates success. | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 7: Every campus will create and implement a plan that promotes College and Career Readiness for students.

Performance Objective 1: Rolling Hills Elementary School will promote College and Career readiness through student research, critical thinking/problem solving, building vocabulary, public speaking, and field trips.


Summative Evaluation: All students will be placed on a path for College and Career Readiness. Campus administrators will take the lead in promoting College and Career Readiness.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|---|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) All students will participate in a Career Day and College Related Activities in the month of March. | 9 | Principal, Leadership Team, Teachers, Parents, and Community Volunteers | Daily Schedule, Volunteer Sign-In Sheet, and Student Reflections. | | | | |
| 2) The 5th grade will participate in a College and Career mock enrollment day. The student will discuss two major choices of their college interest. Then, the students will write an essay covering the topic: What Impact Does a College Degree serve guiding your career? In order to participate attending the Austin Field Trip. 5th grade will participate in a college visit to Baylor University in the Month of May. | 9 | Administration Team, Leadership Team, and Teachers | Student College Sign-In Sheet, Student Essays, and College and Career Agenda | | | | |
| 3) All Students will participate in an College and Career Assembly and A Scholarship Essay Writing Contest. The Winner will receive a 30.00 scholarship, 2nd place winner will receive a 20.00 scholarship and the 3rd place winner will receive a 10.00 scholarship. | 9 | Administration Team, and Teachers | Student Scholarship Essays and Picture of Student Winners | | | | |
| 4) Grade Level College T-Shirts will be offered to RHE Staff, Students, and Parents of their grade level to wear on every Wednesday or Friday to showcase their college t-shirts. | | Administration Team and Secretary | Staff and Students learning information about their grade level college and monthly college showcases. | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 8: We will improve attendance for teachers and students in grades pre-kindergarten through fifth grades.

Performance Objective 1: We will increase teacher and student attendance in grades pre-kindergarten through fifth grades to 98%.

Summative Evaluation: Attendance data at the end of the year.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|------------------------------------|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) We will establish an attendance committee to discuss ways of improving student attendance and identify probable solutions. | 2 | Administration and Teachers | E-School Reports | | | | |
| 2) Parents will be contacted via letters, home visits, notes and/ or phone calls concerning excessive absences and/or tardies. Students with excessive absences will be filed on for truancy. | 2 | Principal | Parent contact logs | | | | |
| 3) Student with Perfect Attendance will receive a perfect attendance award and showcase students picture in the RHE hallway on the perfect attendance bulletin board. | | Administration, Secretary, and Data Clerk, | PK-5th Student Attendance Increase | | | | |
|  | | | | | | | |

State System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 4 | Special population students such as GT, Sped & ESL will be provided with rich learning activities specifically designed to meet their needs. |
| 1 | 1 | 7 | Recruit and maintain highly qualified teachers to teach mathematics and reading by incorporating a supportive mentoring program for new teachers. They will expand their staff development by sending them to observe Tier 1 teachers. |

2016-2017 Campus Leadership Team

| Committee Role | Name | Position |
|-----------------------------|--------------------|-------------------------------------|
| Administrator | Rolanda McKenzie | Principal |
| Assistant Principal | Marquita Foster | Assistant Principal |
| Business Representative | Glen A. Riles | Business Representative |
| Classroom Teacher | Salenda Bradford | 4th Grade Reading Teacher |
| Classroom Teacher | Shakinya Hill | 1st Grade Teacher |
| Classroom Teacher | Ayesha Hodges | 5th Grade Reading Teacher |
| Classroom Teacher | Marian Polk-Gorden | PK4 Headstart Teacher |
| District-level Professional | Connie Isabell | Chief Teaching and Learning Officer |
| Non-classroom Professional | Lynn Denise Wright | Director of Insurance Services |
| Paraprofessional | Maranda Martin | Special Education Para-Professional |