

**Lancaster Independent School District**  
**Rolling Hills Elementary**  
**2017-2018 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.**

<b>VISION 2020 KEY STRATEGY</b>	<b>CORRESPONDING DISTRICT GOALS</b>
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

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

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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 587 Pre-K4 through 5<sup>th</sup> grade students who are expected to attend Rolling Hills Elementary during the 2017/2018 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 515 students for the 2017-2018 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.



# 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

## 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.

**Evaluation Data Source(s) 1:** A minimum of 80%-90% of all students tested will meet or exceed minimum expectations on the 2018 STAAR math test in third grade 80%, Fourth Grade 90%, and 90% in fifth grade. At least 10% of all students will achieve at the Advanced Academic level on the 2018 STAAR math test at each tested grade level.

## Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.		Principal, Leadership Team, and Teachers	<p>Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction.</p> <p>Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p> <p>Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments in their student portfolios.</p>	✓	✓	✓	

<p>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.</p> <p>Paper Cost: \$3,100.</p> <p>Math Resources: \$3, 500.00</p>	<p>RHE leadership team, Teachers, and Students</p>	<p>Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p> <p>Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments in their student portfolios.</p>				
<p>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, "Power Hour" from 8:30 to 9:30 daily during intervention time.</p> <p>Paper Cost: \$1,000.00</p>	<p>RHE Administration and Teachers</p>	<p>Analyze periodic/campus/district Math assessment data and identify individual students levels of performance based on DMAC Quintile reports. All students will be prescribed appropriate instruction/intervention/enrichment strategies, during "Power Hour" from 8:30 to 9:30 daily for 55 minutes based on identified individual student need.</p>				
<p><b>System Safeguard Strategy</b></p> <p>4) Special population students such as GT, Sped &amp; ESL will be provided with rich learning activities specifically designed to meet their needs.</p>	<p>Administration and Teachers</p>	<p>Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p>				
<p>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.</p>	<p>RHE Administration, Leadership Team, Teachers</p>	<p>Teacher will continuous professional development in the area of math, science, and writing through campus based content focused PLC's, campus cluster weekly meetings, district facilitated training sessions, and district sponsored monthly grade level core subject HAT/VAT meetings.</p>				
<p>6) Monthly Vertical Alignment Team Meetings in grades PK4-1st and 2nd-5th grade in the areas of math to increase content knowledge.</p>	<p>Administration, Leadership Team, and Staff</p>	<p>Teacher will continuous professional development in the area of math, science, and writing through campus based content focused PLC's, campus cluster weekly meetings, district facilitated training sessions, and district sponsored monthly grade level core subject HAT/VAT meetings.</p>				
<p><b>System Safeguard Strategy</b></p> <p>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.</p>	<p>Principal and RHE Administration Team</p>	<p>The leadership team will identify members on the leadership team to support all new teachers at the campus. The leadership team will meet with their assigned new teacher and meet with them weekly to support t instructionally and school-wide system and structure in the classroom. Leadership team members will monitor their support through their weekly schedules.</p>				

<p>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 portfolio's and reflections K-5th Grade.</p> <p>Paper and Folders: \$500.00</p>		<p>RHE Administration, Master Teachers, and Teacher</p>	<p>Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p>				
<p>9) Implement school-wide math RHE problem solving model PK-5th.</p>		<p>RHE Administration and Teachers</p>	<p>RHE administration and teachers have identified reading, math, writing, and science school-wide strategies. Teachers will receive continuous professional development on how to implement school-wide strategies when teaching subject content through campus cluster meetings and grade level meetings. Teachers will provide evidence of their understanding and implementation.</p>				
<p>  = Accomplished    = Continue/Modify    = 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 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.

**Evaluation Data Source(s) 2:** A minimum of 75%-80% of all students tested will meet or exceed minimum expectations on the 2018 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 2018 STAAR math test at each tested grade level.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.		RHE Administration and Teachers	Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction.  Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.  Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments in their student portfolios.	✓	✓	✓	
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.		RHE Administration and Teachers	Analyze periodic/campus/district Math assessment data and identify individual students levels of performance based on DMAC Quintile reports. All students will be prescribed appropriate instruction/intervention/enrichment strategies, during "Power Hour" from 8:30 to 9:30 daily for 55 minutes based on identified individual student need.	✓	✓	✓	
3) Monthly Vertical Alignment Team Meetings in grades PREK4-1st and 2nd-5th Grade to increase content knowledge and planning.		RHE Administration and Teachers	Teacher will continuous professional development in the area of math, science, and writing through campus based content focused PLC's, campus cluster weekly meetings, district facilitated training sessions, and district sponsored monthly grade level core subject HAT/VAT meetings.				


<p>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.</p> <p>Paper Cost: \$3,100.00 Reading Resources: \$3,500.00</p>	RHE Administration and Teachers	<p>Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p> <p>Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments in their student portfolios.</p>				
<p>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.</p> <p>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.</p> <p>Data Wall Classroom Posters 2nd-5th Grade \$200.00</p>	RHE Administration, teachers, and students	<p>Kinder-2nd grade Teachers will conduct monthly Running Records with fluency, and sight words to monitor student growth every six-weeks.</p> <p>Teachers and Students will record students progress on weekly assessments by using a individualize student clothes pin to move fluidly up and down the measure strip weekly.</p> <p>Teachers and Students will record students progress on district level assessments and place their results on a sticky note to be displayed in the classroom and RM 204 to show growth of student's progress.</p>				
<p>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 portfolio's and reflections K-5th Grade.</p> <p>Paper and Folders: \$500.00</p>	RHE Administration, Master Teachers, Reading Interventionists, and Teachers	<p>Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p>				
<p>7) Implement school-wide reading strategies for grades PK-5th grade.</p>	RHE administration and Teachers	<p>RHE administration and teachers have identified reading, math, writing, and science school-wide strategies. Teachers will receive continuous professional development on how to implement school-wide strategies when teaching subject content through campus cluster meetings and grade level meetings. Teachers will provide evidence of their understanding and implementation.</p>				
<p> = Accomplished    = Continue/Modify    = 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.

**Evaluation Data Source(s) 3:** A minimum of 75-85%% of all students tested will meet or exceed minimum expectations on the 2018 STAAR science test at each tested grade level. At least 25% of all students will achieve at the Commended level on the 2018 STAAR

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.		Administration Team, District Science Coordinators, and Teacher	Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction.  Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.  Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments in their student portfolios.	✓	✓	✓	
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.		RHE Administration, Leadership Team, and Teachers	The STEM advisory committee will provide the "Why" in regards to the implementation of a RHE Science Fair. The STEM advisory committee will provide teachers with a plan of action which will include time frames of the implementation process, dates of final projects to submit, and judging criteria of the science fair projects.				



<p>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.</p> <p>Paper and Folders: \$500.00</p>		<p>RHE Administration, Master Teacher, and Teacher</p>	<p>Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p>				
<p>4) Students will be required to use interactive science journals in the 5th grade to increase their academic performance.</p> <p>Journal Cost: \$100.00</p>		<p>RHE Administration Team, Leadership Team, and Teachers</p>	<p>Science teacher will provide each student with a science journal to maintain the entire school year with science vocabulary and concepts that will increase their understanding of all science TEKS.</p>				
<p>5) Vertical Alignment Team Meetings in grades PRE-K4-1st and 2nd-5th grade to allow content area planning.</p>		<p>RHE Administration Team, Leadership Team, and Teachers</p>	<p>Teacher will continuous professional development in the area of math, science, and writing through campus based content focused PLC's, campus cluster weekly meetings, district facilitated training sessions, and district sponsored monthly grade level core subject HAT/VAT meetings.</p>				
<p>6) 7) Implement school-wide strategy for answering science questions. The name of the strategy is REVIEW.</p>		<p>RHE Administration and Teachers</p>	<p>RHE administration and teachers have identified reading, math, writing, and science school-wide strategies. Teachers will receive continuous professional development on how to implement school-wide strategies when teaching subject content through campus cluster meetings and grade level meetings. Teachers will provide evidence of their understanding and implementation.</p>				
<p>  = Accomplished    = Continue/Modify    = 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 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.

**Evaluation Data Source(s) 4:** A minimum of 75-80% of all students tested will meet or exceed minimum expectations on the 2018 STAAR reading test at each tested grade level. At least 25% of all students will achieve at the Advanced Academic level on the 2018 STAAR Writing test at each tested grade level.

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement weekly formative common assessments that will focus on grammar, writing mechanics, and implementation of writing strategies.  Paper Cost: \$3,100.00		RHE Administration, Master Teachers, and Teacher	Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.  Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments in their student portfolios.	✓	✓	✓	
2) Implement School-Wide Writing strategies from PRE-K4-5th grade. The 3rd and 4th grade writing teachers will plan together once a week along with the principal providing feedback.		Principal, leadership team and 3rd and 4th Grade Writing Teachers, and Writing Team	RHE administration and teachers have identified reading, math, writing, and science school-wide strategies. Teachers will receive continuous professional development on how to implement school-wide strategies when teaching subject content through campus cluster meetings and grade level meetings. Teachers will provide evidence of their understanding and implementation.	✓	✓	✓	
3) Implement a 4th grade writing camp for two weeks to prepare for the STAAR Assessment once in the Spring.		RHE administrator, leadership team, 4th Grade Writing Teacher, and 4th grade Team	The 4th grade team will plan and implement Writing Camp Schedule and have students write expository text with rubric to assist with improving their essays to receive the highest rating from the state.	●			

<p>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.</p> <p>Paper and Folders: \$500.00</p>		<p>RHE Administration, Master Teachers, Reading Interventionists and 4th Grade Writing Teacher</p>	<p>Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p>				
<p>5) Implement non-fiction and fiction graphic organizer PRE-K4-5th grade were students have to identify story genres, decided if the story is information or literary text, and compose expository composition.</p> <p>Implement school-wide writing strategies across grade levels.</p> <p>Paper Cost: \$3,100.00</p>		<p>Administration, Master Teachers, PK-5th Teachers</p>	<p>Teachers will use the STAR reading graphic organizer during reading and writing instruction to during the I Do, We Do, and You Do gradual release best practice to assist with students understanding the alignment of reading and writing across curriculum.</p>				
<p>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.</p>		<p>RHE Administrators and Teachers</p>	<p>Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction.</p> <p>Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.</p> <p>Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments in their student portfolios.</p>				
<p>  = Accomplished    = Continue/Modify    = 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 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.

**Evaluation Data Source(s) 5:** 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.

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will use cross curricular instruction to teach Reading and Social Studies.		Principal, Leadership Team, and Teachers	Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction.  Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.  Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments in their student portfolios.	✓	✓	✓	
2) Students 3rd-5th grade and teachers will participate in cultural activities that highlight famous people and places including Lancaster, Texas, through the District's Black History Bowl and RHE Black History Program in February.		RHE Leadership Team and Music Teacher	Teachers and students will participate in assisting students learning and memorizing African American History Facts to perform in the Black History Bowl and Black History Program.				
3) Special population students such as GT, Sped & ESL will be provided with rich learning activities specifically designed to meet their needs.		RHE Administration Team, Counselor, and Leadership Team	Teachers will intervene with all students through differentiated lessons to meet all students needs during the small group instruction and "Power Hour" from 8:30 to 9:30.	✓	✓	✓	

4) Students will research and explore different countries and cultures during Rolling Hills May Cultural Activity.		RHE Administrative Team, Leadership Team, and Teachers	Teachers and Students will identify different countries and cultures during the month of May. Teachers will facilitate learning by allowing students to research all of the information that they need about their country, foods that they eat, location from United States, language that they may speak, and attire that they may wear.				
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 = Accomplished
  = Continue/Modify
  = 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.

**Evaluation Data Source(s) 1:** 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.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide staff with adequate support in classrooms and resources (supplies, discipline, & professional development).		RHE Administration and Leadership Team	Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction. Teachers have the opportunity to observe other teachers classrooms accompanied by a member on the leadership team to discuss ways to implement changes and provide support in any area of need in order for the teacher to be successful.	✓	✓	✓	
2) Implement a GPS (Teacher) and the team that has the most energy every six weeks. To promote a feeling appreciation for a job well done.		RHE Leadership team and RHE Staff	Teachers will feel appreciated throughout the school year to promote a positive and energetic culture and climate among staff.				
3) Continue Teacher of the Year Program culminating with a Teacher of The Year Reception to be held in May 2017.		All Staff and Teachers	The teachers will vote in the Month of April for the teacher of the year. The teacher that is selected for the teacher of year will receive a plaque and a gift when announced and at the end of the year from the RHE Celebration Committee. The district recognizes every teacher of the year at their campuses and have the opportunity to have lunch with the Superintendent.				
4) Utilize the TAP for performance pay for teachers improving student growth.		RHE Principal and Teachers	In the month of November, teachers will receive a stipend for how much the student grew on I-Station on Pre-K4 through 2nd grade. All 3rd-5th grade teachers, receive stipends in regards to their students scoring 70% or above on STAAR results.	✓	✓	✓	

5) Create a Sunshine, Faculty Advisory, Multi-Cultural, 100th Day of School, Celebration, 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)	RHe Principal and Counselor	Teachers will serve on a RHE Committee that meets once month to discuss and plan upcoming events.	✓	✓	✓	
6) Increase Teacher Attendance by providing an award to the teacher who has no absences or few absences for each six weeks.	RHE Principal and Office Manager	Teachers will increase their teacher attendance by 10%.	✓	✓	✓	
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.	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 Confernces and Shadowing Mentors.	Administration Team	Agendas, Sign-In Sheets, Certificates of Completion, Transcripts, Book Reports, Video Confernce Log, Criterion Referenced Test Scores	✓	✓	✓	
9) Award "Teacher and Staff Member of the Year" to an outstanding member of the team each year.	Principal	Attendance Log, Climate Survey	🕒			
10) Administration Team, Master Teachers, Reading Interventionists and Mentor Teachers will conduct coaching as needed to enhance instructional delivery and ultimately impact student achievement.	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.	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  = Continue/Modify  = 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.

**Evaluation Data Source(s) 1:** 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.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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	✓	✓	✓	

**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.

**Evaluation Data Source(s) 1:** 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.

**Summative Evaluation 1:**



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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	✓	✓	✓	

**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.

**Evaluation Data Source(s) 1:** 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.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide additional interventions and enrichment activities during the day. Beginning in October, extended day will begin on Wednesday and Tutoring inviting tier 2 and 3 students. In January, extended day will be offered twice a week on Wednesday's and Thursday's.		RHE Administration Team, and Teachers	Teachers will provide tutor and provide students with the opportunity to extend their learning in order to close their achievement gaps in reading, math, writing, and science.	✓	✓	✓	
2) Create a positive relationship with Rolling Hills Place Apartments to provide character education and reading activities for students outside of the school day once a month.		Principal and Counselor	The principal and counselor will create a community partnership proposal and visit with Rolling Hills Apartments manager in the month of August to plan and prepare for the month of October to begin the first Saturday session of character education and reading activities from 8:00 to 12:00.				
3) Implement weekly Food 4 Kids Program to go home with students every Friday.		Counselor	The counselor will work with Dr. Hill to continue to seek out students that need the support of the program on a weekly basis. The counselor will use a participant log to document the students that we will serve in this program.				
4) Implement a campus-wide RtI planning team to meet the academic and social needs of students.		Principal, Leadership Team, and Teachers	The teachers will provide intense structure to assist students to become readers and solve real-world math story problems during "Power Hour" from 8:30 to 9:30.	✓	✓	✓	

<p>5) The Right Track Young Men Club will meet once a week beginning the second week of September to collaborate about young manhood and assist with establishing goals to enhance their future.</p> <p>The Sister to Sister Club will meet once a week beginning the second week of September to collaborate about young sister hood and assist with the establishing goals to enhance their future.</p>		<p>Principal, Technology Teacher, Music Teachers, 4th grade and Writing Teacher.</p>	<p>The RHE sponsors of both programs will follow district leadership in implementing both programs weekly to meet the needs of RHE young men and young ladies. Students will participate in school and district wide activities.</p>				
<p>6) The RHE staff will conduct home visits of struggling students.</p>		<p>RHE Administration and Teachers</p>	<p>The RHE leadership team and teachers will conduct home visits when necessary to reach and partner with parents to visit about their child and what support could we provide to them for everyone to be successful in the household.</p>				
<p>7) In the month of September, 6 Clubs will be implemented for student's to participate in on a weekly basis.</p> <p>Engineering Pipeline: Robotics Club Music Production Club Coding</p> <p>RHE Dance Team Elementary Honor Society Art Club</p>		<p>Principal, Counselor, and Teachers</p>	<p>Teachers will provide students on a daily basis to learn about their clubs and expectations of each club and participate in creating student projects, participate in an Art Showcase, Dance Performances, Music Production performances, and Robotics Competitions.</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**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.

**Evaluation Data Source(s) 1:** 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.

**Summative Evaluation 1:**











Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The STEM committee will Continue to plan activities that support science, math, technology, that supports RHE's engineering pipeline to participate in District STEM Fair.		STEM advisory committee made up of teachers.	STEM teachers will plan activities for students to experience real-world engineering experiences to the classroom, parents, grandparents, and staff/students of RHE.	✓	✓	✓	
2) Implement the use of a mobile computer lab to support grades 3rd-5th grade in Achieve 3000, I-Station, Reflex Math, and other technology programs to support and enhance students learning.  Implement the use of I-Pads in grades to support the implementation of PK4-2nd students able to implement technology programs such as the Circle Assessment, Raz-kids, SeeSaw, StarFall, I-station, and other technology programs to support and enhance students learning,		RHE Leadership Team and Teachers	Teachers will implement using the technology devices in their whole group and small group instruction to meet the needs of all students.	✓	✓	✓	
3) Students will use the iStation Reading and Math on-line program during the Computer technology Lab and their classrooms to enhance their instruction.		RHE Leadership, Technology Teacher, and Classroom Teachers	The technology teacher will conduct individual student conferences after each monthly test to share their progress and set goals for students to strive to obtain in the areas of reading and math.	✓	✓	✓	
4) Provide ongoing professional development to assist teacher will understanding how to effectively implement Project/Problem Based Learning through the vehicle of the STEM Pipeline of Engineering in all grade levels,		RHE Leadership Team and Teachers	Teachers will create and implement problem-based learning projects for all students to participate in their classrooms during the month of October for the fall implementation and the month of April for the spring implementation.	✓	✓	✓	

## 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.

**Evaluation Data Source(s) 1:** 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.

### Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will participate in College activities throughout the school year and Career Day in the month of March 2018.		RHE Leadership Team, Teachers, Parents, and Community Volunteers	The Parental Involvement Committee will identify and plan College and Career Day activities throughout the school year. The committee will work directly with parents and community volunteers to plan a successful Career Day in the month of March.				
2) The 5th grade will participate in a College and Career mock enrollment day. The students will identify one to two college and careers choices of their interest. Then, the students will write an essay covering the topic: What Impact Does a College Degree serve guiding your career?  5th grade teachers/students will participate in a college visit to Baylor University in the Month of May.		RHE Administration Team, Teachers, Students, and RHE Volunteers	RHE 5th grade Teachers and Student's will participate in a college enrollment day and visit Baylor University where they take part in a college scavenger hunt to identify specific buildings that represent the different career schools such as the School of Education and School of Technology.				
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.		RHE Administration Team, Teachers, and Students	The Multi-Cultural Committee will plan for students' to participate in a Scholarship Essay Contest to assist students understanding of the importance of writing as it relates to scholarships and grants that student's can apply for college.				
4) Design a RHE STEM Pipeline Stand and College Grade Level T-Shirt to offer to RHE Staff, Students, and Parents of their grade level to wear on every Wednesday or Friday to showcase their STEM Pipeline and top four colleges that supports the College of Engineering, Computer Science, Electrical, Mechanical, and etc.		RHE Administration Team and Secretary	The RHE secretary will collaborate with principal to finalize the RHE T-Shirt design to showcase RHE's STEM Pipeline Strands and Top four colleges screen print's and colors for parents, teachers, and staff members to purchase to promote school-pride.				
 = Accomplished  = Continue/Modify  = 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%.

**Evaluation Data Source(s) 1:** Attendance data at the end of the year.

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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	✓	✓	✓	
4) Create a 8:30 to 9:30 "POWER HOUR" to promote a time that students are involved in engaging activities for the first hour of school to increase student attendance and decrease student mobility compared to the state and district.		RHE Leadership Team, Teachers, and Students	The Attendance committee will compare attendance rates each six-weeks from 2016-2017 school year to monitor the increase of students attendance and the decrease of students mobility rate for the 2017-2018 school year.	✓	✓	✓	
							

## 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.



# 111 AAA

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Rolanda McKenzie	Principal
Assistant Principal	Marquita Foster	Assistant Principal
Classroom Teacher	Ayesha Hodges	Classroom Teacher
Community Representative	Calandria Cook	PTA President
Paraprofessional	Ramona Rodgers	Para-Professional
Non-classroom Professional	Nickki Armstard	counselor