



**Richland Springs ISD
District/Campus Improvement Plan
2019-2020**

Traducción disponible

September 23, 2019
Date of School Board Approval

District of Innovation



Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The mission of Richland Springs ISD is to provide a learning environment where all individual students are given the opportunity to realize their full potential.

To be successful in this endeavor, the district must:

- Prepare students to be lifelong learners
- Provide students with challenging curriculum
- Assist students in developing citizenship and economic responsibility
- Assist students in developing appreciation of their American heritage and its multicultural richness
- Assist students in developing positive attitudes toward education and its importance to their future.
- Facilitate parent involvement, student involvement, and involvement of family members in order to achieve student success

Vision Statement

It is the shared vision of Richland Springs Independent School District Board of Trustees, Administration, and Staff for Richland Springs to prepare all students to become responsible members of society by providing them with a learning environment where they are given the opportunity to reach their full potential.

Richland Springs ISD will provide instruction at the highest level of quality, provide the resources for quality programs, and account for results of its programs. Richland Springs Independent School District believes that all children can learn the necessary skills to be independent, productive citizens.

Richland Springs ISD does not discriminate on the basis of race, religion, color, national origin, sex, homeless status, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de Richland Springs ISD no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Richland Springs Independent School District Core Values

At Richland Springs ISD we value:

- Portraying of a positive school climate throughout the district where visitors feel welcome.
- Modeling of high ethical standards by employees working together as a team to educate students.
- Preparing RSISD students to be life-long learners who are responsible and possess strong work ethics.
- Promoting positive, productive, and professional relationships between staff, students, and parents.
- Educating students with challenging, relevant, and quality instruction.
- Hiring highly qualified staff members who are well trained and hold students to high expectations.

Campus Improvement Planning and Decision Making Committee

Name	Position (Parents, Business, Community, Teacher, etc.)
Don Fowler	Superintendent
Rhonda Wyatt	Principal
R. Neal Brown	Teacher
Sherri Ashworth	Teacher
Shawn Dennis	Teacher
Jerry Burkhart	Teacher
Rick Lasley	Teacher
Patsy Hall	Teacher
Barbara Fowler	Community Member
Melanie Smith	Business
Nelson Smith	Teacher
Kristy Perry	Teacher
Sarah Locker	Teacher
Valerie Gossett	Paraprofessional
Sue Ransom	Teacher
Bonnie Burkhart	Teacher

Staci Kubin	Parent
Elisabeth Johnson	Teacher
J. Rigdon	Teacher
Chad Kubin	Parent
Jennifer Brown	Teacher
Pam Starr	Teacher
Maxine Robbins	Community Member
Shawn Rogers	Special Education Teacher

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- OBJECTIVE 11:** SBOE, agency and commissioner shall assist school districts/chargers in providing career and technology education to students.

Equity Plan [ESSA Sec. 1112(b)(2)]:

Non Economically Disadvantaged students outscored Economically Disadvantaged students by an average of 6% in 2019 on STAAR tests. The district plans to reduce the equity gap to 1% on the “Approaches Grade level” performance on all STAAR tests by 2021. District staff will review results from the 2019 and 2020 STAAR tests to track the yearly growth in all economically disadvantaged students. By June 2021, the long term goal is to reduce the equity gap between non Economically Disadvantaged students and Economically Disadvantaged students to 1 percent.

Districtwide we need to be able to monitor and analyze student progress throughout the year by using curriculum based assessments and semester exams. Teachers will be trained to use student data to make data driven decisions regarding mastery of subject. Teachers will also need to utilize the student data to help analyze and maintain student progress. The district will provide hands-on training to teachers on how to collect and analyze data in order to differentiate lessons for struggling learners. Lesson Plans, TTESS, and yearly goals will be monitored by the principal. Principal will monitor Weekly Planning, Schedule walk-throughs, Planning-lessons, and help setting goals. Principal will use TTESS and goals to give insight in future planning. The TTESS evaluations are somewhat representative of a teacher’s effectiveness. Teacher evaluations typically capture effectiveness from a number of angles as assessed by trained-TESS evaluators and are aligned with the standards that are important. Certified teachers will teach 100% of all core classes, 100% of para-professionals with instructional duties will meet all highly qualified requirements, and 100% of teachers will receive high quality professional development. Richland Springs ISD will recruit and retain certified teachers.

Poverty Criteria [Sec. 1112(b)(4)]:

Richland Springs ISD determines Title I eligibility and rank/serve order through:

- *Number of children eligible for free and reduced-price lunches*

Schoolwide Programs [Sec. 1112(b)(5)]:

Since the Richland Spring ISD is located in a rural, sparsely populated area, many programs common to large districts are not part of the school system, so specific coordination of such strategies is N/A. However, parents with pre-school children do attend school functions, and consequently, children are familiar with school before enrolling in pre-K or kindergarten. (Registration for pre-K and/ or K is scheduled each May as a child’s first formal experience in the public school setting.)

Title I, Part A

Schoolwide Components

1. Comprehensive Needs Assessment
2. Scientifically-based research reform strategies that address the needs of all children in the school, but particularly those at risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parent involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and local services and programs

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by section 1.07, Penal Code, or regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- No local criteria used
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

SCE funding amount at this District/Campus is \$124,740

The process we use to identify students at-risk is:

Student records are reviewed on an annual basis, upon enrollment, and grading periods against the 13 At-risk indicators to determine eligibility for services.

The process we use to exit students from the SCE program who no longer qualify is:

Student records are reviewed on an annual basis, upon enrollment, and grading periods against the 13 At-risk indicators to determine loss of eligibility for services.

Title I Schoolwide schools:

At Richland Springs ISD School State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Students At-Risk	66%	76%	63%	63%	63%	64%	30%	23%	36%	81%	90%	82%	75%	73%	70%
Students Not At-Risk	77%	81%	72%	72%	65%	67%	65%	40%	42%	87%	94%	90%	64%	74%	74%

	Drop Out Data		Completion Data	
	2017-2018	2018-2019	2017-2018	2018-2019
Students At-Risk	0%	0%	100%	100%
Students Not At-Risk	0%	8%	100%	92%

The comprehensive, intensive, accelerated instruction program at this district/campus The 2019-20 comprehensive, intensive, accelerated instruction program plan which targets students who have been identified as at-risk of dropping out of school according to the 13 criteria of the State Compensatory Education program at Richland Springs I.S.D. consists of the following opportunities based on the student needs on each campus: structured tutorials during the school day, before-school and after-school structured tutorials, an aide to assist with supplemental instruction which may include technology-based instruction, progress monitoring, additional supplemental instruction in areas indicated by disaggregated assessment data on all students, focusing on special reports on at-risk students. Teachers provide targeted help for at-risk students based on the needs shown by the assessment data reports, analysis of other assessments, and current classroom performance. Teachers use research-based instructional strategies to tutor students. Auxiliary STAAR preparation materials will be ordered for teachers to help prepare students for state assessments. Online classes and student work programs are being used to reduce the number of students at risk of dropping out of school. Business and Agricultural Science CTE courses and other trade specific classes will prepare students for the labor force. Tier 3 Reading Program is implemented in elementary levels to help low performing students with decoding and comprehension skills at all levels. Computer-based and teacher-student reading and math tutorials are used during the day to improve reading and math comprehension and STAAR scores. Elementary classrooms each have 4 computers to enhance the technological literacy of students at Richland Springs. Online classes through Ed Options and Credit by Exam (CBE) tests through Texas Tech University will allow credit recovery to high school students. TSI exams and college dual credit classes will be offered for college credit. The goals are that students will meet the standards on the state assessments, pass their current grade level, and ultimately graduate from high school and pursue a successful career.

Upon evaluation of the effectiveness of this program the committee finds that, with 63% of the student population designated at-risk based on the 13 state criteria, the educational needs of these students must be specifically addressed, especially in writing, math and science. Since many of the special education students may also qualify as at-risk based on meeting at least one of the 13 state criteria, additional supplemental assistance and supports must be provided. The disaggregated data for each individual student will be the foundation of the supplemental assistance that each at-risk student receives. Periodic progress monitoring data will assist the teachers and instructional aides with their instructional decisions for these students.

Teachers will teach all TEKS, including technology TEKS, during the school year incorporating research-based instructional designs and delivery. All tested state assessment objectives will be taught before scheduled state assessment testing dates.

- Structured tutoring will be offered daily to re-teach concepts not mastered by students.
- Teachers will differentiate instructional approaches with students having difficulties.
- Teachers who administered the state assessments will access disaggregated reports for their subject areas. Target individual instruction based on STAAR indicator objectives. Teachers drill down through data to discover students' weaknesses in tested objectives.
- Disaggregated data will be used to plan instructional design and delivery.
- Emphasis will focus on improvement in all core subject classes.
- District staff development will continue to focus on analyzing and organizing assessment results.
- District-wide benchmarks/formative assessments (including technology formative assessments) will be administered to all students.
- Teachers will continue to research successful strategies to assist lower achieving students and student groups so that they will be successful learners and will be motivated by success to complete high school. Efforts will continue to be made to engage all families.
- A technology focus group will continue to develop a plan for increasing the district's technology infrastructure and staying current with new technological developments that are intended to improve our students' performance and motivation to complete high school. Continue infrastructure improvements through ERATE, target bandwidth/speed online. The group will also research technology formative assessments that are available for K-12. Add an online Math benchmark K-12. Pursue One to One Chromebook initiative.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: Title I, Part A with Title IV Part A

Federal	
Program/Funding Source	Amount of Funding
Title I Part A	\$45,899
Carl Perkins	\$0
Title IV Part A	\$10,000
Title II Part A	\$4,134
State	
Program/Funding Source	Amount of Funding
Career/Technology Education	\$104,433
State Compensatory Education	\$124,740
Gifted/Talented	\$2,000
Special Education	\$322,058

Comprehensive Needs Assessment Summary 2019-2020

Section 1 – District Profile

Richland Springs is a small rural K-12 campus located in San Saba County. The high school was built in 1927, the Gym in 1939, the Cafetorium in 2006, and the new Elementary/Library in 2016. 63% of the students are economically disadvantaged. The school is the hub of the community, and enjoys the support of the parents and community.

Section 2 – Data Reviewed

State Accountability data, TAPR, PBMAS data, Federal Report Card, AMOs, Administrator observations, District Records, PEIMS reports, Title I parent surveys, TELPAS data, Staff input, TSI, ACT, & SAT Data # of students qualified to take dual credit classes

Section 3 – Findings/Conclusions

We found that regarding STAAR with low scores in Reading grades 3& 5; Math grades 3 & 5; and Writing grades 4 & 7; Grade 5 Science; low attendance rate; more positive communication with parents needed; enhance effectiveness of instruction through increased integration of technology into instruction. Improvement needed in infrastructure, replacement of aging equipment, more focus on state-of-the-art technology, and updated software; and increase preparation of College Readiness in students through CTE course offerings and increased use of technology into instruction for college bound students.

Section 4 – Strengths

Students:

- Tier 3 Reading Improvement Instruction for elementary classes
- Science program is successful

Parents/Community:

- Good parent/community involvement
- Parents attend Open House and Science Fair

Staff:

- Experienced
- Student-centered administration and staff

Facilities:

- New Elementary/Library completed in 2016
- State of the art technology in elementary

Section 5 – Weaknesses

Students:

- TSI, ACT & SAT scores for Economically Disadvantaged
- # of CTE offerings/certifications
- Reading comprehension

Parents/Community:

- Positive communication to parents can be improved
- Local business base is small

Staff:

- Staying abreast of new technology training
- Maintaining base of certified teachers

Facilities:

- Improve aging facilities
- Replace aging computers and increase technology/bandwidth.

Section 6 – Identified Need

- Math STAAR scores grades 3 & 5
- Reading STAAR scores grades 3 & 5

- Writing STAAR scores grades 4 & 7
- Attendance incentives to improve attendance rate
- More positive communication with parents. Increase interest in Coyote Parent Organization.
- Enhanced effectiveness of instruction through increased integration of technology into instruction. Improve infrastructure, replace aging equipment, focus on state-of-the-art technology, target bandwidth, and update software. One-to-One Chromebook initiative
- College Readiness – CTE course offerings and increased use of technology into instruction for college bound students
- TSI/ACT practice with on-campus testing
- Individual counseling and instruction. Individual instruction based on STAAR indicator objectives.
- Identify individual learning styles. Focus on RTI, Dyslexia, GT, ELL Spanish, FFA, Inclusion.
- Online math benchmark.

Goal 1: Richland Springs will close the academic performance gap between student groups.

Objective 1: By May 2021, 75% of all students and each student group*, including Special Education students tested, will pass all portions of the state assessments.

*W, H, AA, ED, Migrant, M, F, LEP, Spec. Ed., G/T

Summative Evaluation: 75% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet System Safeguards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1.1 Utilize core content software to assist identified students in grades k-12 with skill building in identified low objectives, TSI/ACT/SAT prep and credit recovery	Superintendent, Technology Director, Teachers	August 2019 May 2020	Sp. Ed. funds, Local funds, REAP Grant funds, Comp. Ed. funds (\$1,000)	Remediation results	Accelerated instruction will impact student Improvement in STAAR scores, student graduation rate and recovery of credits
1.2 Upgrade computers each year to stay current with increasing technology	Principal, Technology Director	August 2019 January 2020	Local funds, Sp. Ed. funds, State funds, REAP grant funds	Purchase orders	Purchase Orders, Timeline
1.3 Implement benchmark testing to measure academic progress throughout the year	Principal, Technology Director, All core area teachers	August 2019	Released STAAR assessments Local funds	Test scores and remediation results	Benchmarks will help identify weaknesses to be targeted which will result in higher STAAR scores
1.4 Activate an active attendance committee and communicate daily to notify parents of undocumented student absences	Principal, School Secretary, Core Teachers	September 2019	PEIMS reports	Sign-in Sheets Attendance PEIMS Data	Checking on students will prompt them to come to school if they know they are missed.

Goal 1: Richland Springs will close the academic performance gap between student groups.

Objective 1: By May 2021, 75% of all students and each student group*, including Special Education students tested, will pass all portions of the state assessments.

*W, H, AA, ED, Migrant, M, F, LEP, Spec. Ed., G/T

Summative Evaluation: 75% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet System Safeguards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1.5 Purchase Computers, projector, chromebooks, calculators for math and science classes	Principal, Technology Director, All Math & Science teachers	January 2020	Local funds, Technology funds Comp Ed funds (\$2,000) REAP funds	Purchase orders and installation	Increased STAAR science and math scores in grades 3-12
1.6 System Safeguard Strategy: Provide focused, intense small group instruction for all student groups* in all grades and students at-risk of not meeting state assessment in all grades identified for remediation and/or acceleration through Rtl, tutorials, and summer school.	Principal, All core area teachers	August 2019	Title I funds, Sp. Ed. funds, Local funds, Comp. Ed funds Title IV, PBMS data, State accountability data	Sign-in sheets and minutes	Accelerated instruction will improve student scores in targeted populations within these student groups* on STAAR Assessments
1.7 Offer ACT/TSI tutorials to enable more student participation in college level dual credit courses	Principal, Technology Director, All HS Math & English teachers	August 2019	Local funds High School Allotment funds, Comp. Ed funds (\$11,900)	TSI and ACT prep classes	Student Schedules Student College Readiness Scores
1.8 Tier 3 Accelerated Reading instruction for all student groups* in grades K-8 who are at-risk of not meeting state assessment goals or TPRI goals	Principal, Special Education Teachers, and all elementary staff	September 2019	Title I funds, Local funds ESC staff Comp Ed funds (\$7,700)	Tier 3 Accelerated Reading class roster	Improved reading skills that will impact student outcomes on TPRI, STAAR ELAR and Writing assessments.

Goal 1: Richland Springs will close the academic performance gap between student groups.

Objective 1: By May 2021, 75% of all students and each student group*, including Special Education students tested, will pass all portions of the state assessments.

*W, H, AA, ED, Migrant, M, F, LEP, Spec. Ed., G/T

Summative Evaluation: 75% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet System Safeguards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1.9 Offer core subject tutorials in all grades	Principal, and all core area staff	August 2019 – May 2020	Title I funds, Local funds Comp. Ed. funds (\$15,000)	Class rosters STAAR Prep materials purchased	Increased learning time will provide better opportunity for students to master standards and perform better in classes and on state assessments
1.10 Provide whole staff professional development in curriculum and alignment and implementation to improve TEKS instruction	Principal	August 2019	Local funds ESC staff TEKS RESOURCE materials	Sign-in Sheets, agenda and minutes	Teachers will use strategies in the classrooms and student learning will improve each six-weeks.
1.11 Appropriate measures will be taken to ensure proper placements for at risk students, including dyslexia and special ed. students	Principal	August 2019 May 2020	Professional dev., ESC XV staff, ARD committee training, child study teams, Title I and Title II, Part A funds, local \$ Title IV	Child study team minutes, RTI placements 504 Meeting agenda and minutes, ARD meeting minutes	PBMAS data, child study team data, AYP data Training certificates
1.12 Provide writing across the curriculum training to all staff. Provide writing instruction across the curriculum.	Supt., Principal	October 2019	Comp. Ed. funds (\$14,900)	Class writing assignments	Improved academic scores in ELAR and Writing. At least 75% of all students reach Approaches on STAAR ELA & Writing assessments

Goal 1: Richland Springs will close the academic performance gap between student groups.

Objective 1: By May 2021, 75% of all students and each student group*, including Special Education students tested, will pass all portions of the state assessments.

*W, H, AA, ED, Migrant, M, F, LEP, Spec. Ed., G/T

Summative Evaluation: 75% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet System Safeguards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1.13 Implement one to one chromebook initiative	Principal/Tech. Director	October 2019-May 2021	Local funds REAP Grant funds Comp. Ed. funds (\$900)	Computers Purchased	Improved academic scores in ELAR and Writing. At least 75% of all students reach Approaches on STAAR ELA & Writing assessments
1.14 Early Childhood Strategy- Invite preschool parents/students to a Day in Kindergarten	Principal, Kindergarten teacher	April/May 2019	Local funds	Roster/Sign-in sheet	Improved knowledge of classroom routines

Goal 2: In Richland Springs ISD 100% of core academic classes will be taught by certified teachers and 100% highly qualified paraprofessionals will be maintained.

Objective 1: Certified teachers will teach 100% of all core classes, 100% of para-professionals with instructional duties will meet all highly qualified requirements, and 100% of teachers will receive high quality professional development. Richland Springs ISD will recruit and retain certified teachers.

*W, H, AA, ED, Migrant, M, F, LEP, Spec. Ed., G/T

Summative Evaluation: 100% of core academic classes will be taught by certified teachers and 100% Highly Qualified paraprofessionals will be maintained.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
2.1 Provide meaningful staff development to all teachers, especially in areas identified by comprehensive needs assessment	Principal, Counselor	August 2019	Local funds ESC XV staff Calendar waiver CNA agenda and minutes STAAR & PBMAS data	Staff training data	Improve student outcomes on STAAR assessments due to increased teacher effectiveness
2.2 Pay for teachers to challenge TExES level tests in areas of need	Supt., Principal, Sp. Ed. Director	August 2019	Local funds Comp. Ed. funds (\$1,000)	Purchase orders, and certificates obtained	Certifications added to teacher certificates
2.3 Utilize data from STARR and the areas of concern in student populations to target instruction of low objectives- All groups-writing, Hispanic/Sp.Ed.-Reading & Math, All students/EL-Reading	Supt., Principal	August 2019	Local funds ESC XV staff STAAR & PBMAS data	Meeting agendas	Improve scores in targeted populations within these groups on STARR assessments
2.4 Provide specific training for staff serving identified populations: ED, LPAC/ESL, G/T, Special Education, Dyslexia	Supt., Principal, HOT Coop staff	October 2019 – May 2020	Local funds Sp. Ed. funds Heart of Texas Education Coop staff	Agendas and sign-in sheets, certificates	Training will provide teachers' education to better serve students with special needs in the areas of state assessment

Goal 3: All students in Richland Springs ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2020 the number of violent incidents will be reduced by 10% as measured by PEIMS and discipline referrals will be reduced by 10%.

*W, H, AA, ED Migrant, M, F, LEP, Spec. Ed., G/T

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
3.1 Red ribbon week observed	Principal	October 2019	Drug Free/At Risk funds	Agendas and sign-in sheets	PEIMS Discipline Data
3.2 Anti-drug presentation by RSISD Police Department	Principal	March 2020	RDISD Chief of Police	Program presented	PEIMS Discipline Data
3.3 Implement and continue drug testing policy for students	Supt. and Board of Trustees	August 2019	Board of Trustees action Local funds	Student/Parent drug testing permission forms	PEIMS Discipline Data
3.4 Implement safety awareness program, drug & alcohol awareness program for students and staff	Principal and Sheriff's Dept., RSISD Chief of Police and DPS	December 2019	Central Texas Council on Alcohol and Drug Abuse/Law Enforcement personnel	Programs presented	PEIMS Discipline Data
3.5 Implement special spring drinking and driving program for high school students	Principal	February 2020	Local funds CTCADA	Programs presented	Public Data concerning Vehicle Accidents

Goal 3: All students in Richland Springs ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2020 the number of violent incidents will be reduced by 10% as measured by PEIMS and discipline referrals will be reduced by 10%.

*W, H, AA, ED Migrant, M, F, LEP, Spec. Ed., G/T

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
3.6 Implement RSISD Police Department	Admin. and Board of Trustees	August 2019	Local funds	Board action; TCOLE approval; designation of Chief of Police to ensure sufficient security and protection of students, staff, and property. The District police officer shall have authority to protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.	PEIMS Discipline Data, Training of personnel
3.7 Professional development will be sought in critical areas as determined by teacher surveys: drug education, suicide prevention, ESL, Spec. ed., GT, school safety, technology, homeless and at-risk, dyslexia, homeless students, bullying, dating violence, child abuse, sexual abuse/trafficking, transitions to HS and postsecondary, and other maltreatment of children.	Principal	September 2019	Local funds Sp. Ed. funds Comp. Ed. funds (\$6,000)	Agendas and sign-in sheets. Certificates of training	Surveys will lead to better understanding of what Professional development to offer in the critical areas which lead to better supports for students in need

Goal 4: All students in Richland Springs ISD will graduate from high school.

Objective 1: By May 2020, a drop-out rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of at least 100%.

*W, H, AA, ED, Migrant, M, F, LEP, Spec. Ed., G/T

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 100%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
4.1 Focus on areas identified as weak by benchmark testing	Principal, All staff	August 2019 – May 2020	STAAR/EOC prep Materials/Comp. Ed. funds (\$7,500)	Benchmark Test scores and remediation results	Benchmarks will help identify weaknesses to be targeted which will result in higher STAAR scores and improved performance on College entrance exams (ACT, SAT)
4.2 Establish a core subject Content Mastery Class to provide additional support to special education and at-risk students	Principal, All staff	September 2019	Local funds Special Ed funds Comp. Ed. funds (\$12,500)	Class roster, sign-in sheet	PEIMS Data TAPR
4.3 Expand the use of the credit by examination	Principal	August 2019	Local funds HS Allotment Comp. Ed. funds (\$500)	Tests taken, test scores	Graduation rate/dropout rate
4.4 Use ED Options and online classes to assist in credit recovery	Principal	August 2019 – May 2020	Local funds HS Allotment Comp. Ed. funds (\$3,500)	Class rosters	Graduation rate/dropout rate
4.5 Offer Truancy Prevention Related Services including compensatory education home instruction	Principal, Chief of Police All staff	August 2019 – May 2020	Local funds HS Allotment Comp. Ed. funds (\$3,500)	Documentation of instruction, sign-in sheets	PEIMS Data TAPR

Goal 5: Parents and Community will be partners in the education of students in Richland Springs ISD.

Objective 1: By May 2020, at least 90% of all students,* parents and/or family members will participate in at least one academic activity for/with their child(ren).

*W, H, AA, ED, Migrant, M, F, LEP, Spec. Ed., G/T

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
5.1 Periodic review of failures for students at-risk to determine intervention strategies.	All teachers	Each 3 weeks	Local funds Comp. Ed. funds (\$1,000)	Progress reports sent home each 3 weeks. Parent conferences.	Attention to at-risk students helps motivate students to perform better and reduces failures.
5.2 Parent involvement in college preparation-SAT/ACT/TSI preparation and registration & Fall FAFSA meeting	Counselor, Principal, and all core area staff	September 2019-May 2020	Local funds ACT/SAT fee waivers HS Allotment	Student test scores	# students taking college entrance exams and earning higher scores # students entering college upon graduation
5.3 Open House, Parent/Teacher night, Annual Book Fair week	Principal, all staff	September 24, 2019	Local funds	Parent sign-in sheets Communication to parents	Parents gain greater relationship & trust with school staff and attend at a higher percentage.
5.4 Semester Awards Program, Parent meetings	Principal, all staff	December 2019, May 2020	Local funds	Certificates/awards given to students	Improved parent/school relationship as indicated in survey
5.5 Encourage parent access to grades and attendance via the Internet via Gradebook Parent Portal	Technology Director, School secretary	September 2019 May 2020	Local funds ERATE funds	Grades and attendance entered in Gradebook by teacher	Facilitates and improves communication between parent and school
5.6 Increase positive communication between parents and school	Principal, all staff	August 2019- May 2020	Local funds	Letters/communications to parents	Copies of correspondence sent to parents/family. Improved parent/school relationship as indicated in survey.

Goal 5: Parents and Community will be partners in the education of students in Richland Springs ISD.

Objective 1: By May 2020, at least 90% of all students,* parents and/or family members will participate in at least one academic activity for/with their child(ren).

*W, H, AA, ED, Migrant, M, F, LEP, Spec. Ed., G/T

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
5.7 Provide parents increased opportunities for input in Title I & Parent and Family Engagement meetings, student handbook, and student-parent-teacher compacts	Principal	September 2019 May 2020	Local funds/ Comp. Ed. funds (\$5,000)	Parent meetings	Parents will feel ownership in the process and input to their students education.
5.8 Parent/Student/Teacher/Principal Compacts	Principal, All staff	August 2019	Handbook page with compact form	Compacts included in Student Handbook	# signed compacts
5.9 Parent Newsletters sent home in report cards in English and Spanish	Principal, All staff	August 2019- May 2020	Local funds ESC Region XV	Newsletters/communications to parents in Eng. & Span.	The letters will provide more connectedness for parents with schools and will provide strategies to help lead the education process at home which lead to higher percentage of academic success.
5.10 Implement a coordinated school health program	Principal, SHAC Committee	Fall 2019 Spring 2020	Local funds	Agenda/Sign-in sheets	Fitnessgram, SHAC sign in sheets and minutes, Meeting agendas
5.11 Annual Title 1 Parent Meetings	Principal, Superintendent	Fall 2019	Local funds	Agenda/Sign-in sheets	Increased parent involvement
5.12 Initiate push App. for instant communication to parents/community	Tech. Director	Fall 2019	Local funds	# App. users	Increased parent/community involvement
5.13 Increase interest in Coyote Parent Organization	Principal, All staff	Fall 2019	Local funds	Parent meetings	Increased parent/community involvement

Goal 6: Create an environment that is conducive to all learning styles and ability levels.

Objective 1: By May 2020, Richland Springs ISD will provide students additional opportunities by expanding academic and elective programs and improving facilities.

*W, H, AA, ED, Migrant, M, F, LEP, Spec. Ed., G/T

Summative Evaluation: Increased core area scores in STAAR testing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
6.1 Provide training that emphasizes multi-sensory approaches to teaching and learning that address learning styles and ability level	Principal	August 2019- May 2020	Title 1, Part A Local funds ESC staff HOT staff Sp. Ed. funds Comp. Ed. funds (\$6,000)	Agenda/Sign-in sheets	Staff will use strategies in the classrooms and student learning will improve each six-weeks.
6.2 Richland Springs ISD will provide a gifted program for identified students on each campus, in accordance with the State Plan	Principal, G/T Coordinator	September 2019	ESC staff G/T funds State and local funds	Agenda/Sign-in sheets	Student presentations in May 2019 AEIS data
6.3 Initiate grant writing teams	Principal	January 2020	Local funds to supplement program	Grants submitted	Grants awarded
6.4 Improve playground facilities for all students, including early childhood	Principal	April 2020	Special ed. funds Local funds	Purchase orders	Increased use of playground facilities by all students
6.5 Provide proper staffing for dyslexia and special education	Principal, Sp. Ed. Coordinator	August 2019- May 2020	Special education funds, Title 1 funds, Title IV, Local funds	Teacher/Aide/staff schedules. Certificates	Trained staff will use strategies in the classrooms and student learning will improve each six-weeks. Increased STAAR achievement scores.
6.6 Maintain Agriculture Science and Business CTE classes and other trades/career classes to prepare students to enter the workforce upon graduation	Principal, CTE teachers	August 2019- May 2020	CTE funds Local funds Perkins funds	CTE courses on Class Schedule/Graduation Plan	Increase in students receiving industry certifications. Increased CTE indicators. Student Schedules.

RICHLAND SPRINGS ISD Priority for Service (PFS) Action Plan for Migrant Students

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

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

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

School District: Richland Springs ISD
Region: 15

Priority for Service (PFS) Action Plan

Filled Out By: ESC Staff
Date: 08/01/2019

School Year: 2019 - 2020

<p><u>Goal(s):</u></p> <p>To focus on the unmet needs of migrant children who have been identified for “Priority for Services” (PFS) by providing them with supplemental instructional and support services.</p>	<p><u>Objective(s):</u></p> <p>100% of PFS students will have access to supplemental instructional and support services.</p> <p>100% of parents of PFS students will be informed of their child’s academic progress and the instructional services provided.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	July 1- Aug 30	Migrant System Operator District Migrant contact	Monthly PFS Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	July 1 –Aug. 30	ESC Migrant Dept. District Migrant Contact	Signed PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies		Person(s)	

	Timeline	Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	July 1- Aug 30	ESC Migrant Dept. District Migrant Contact	PFS Action Plan Sign In Sheet/Roster Email Doc. Monthly PFS Reports
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	July 1 -Aug 30	District Migrant Contact ESC Staff	Agenda Sign-In Sheet
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	July 1 – Aug 30	Migrant System Operator District Migrant Contact	PFS Home Visit Form
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	July 1- Aug 30	ESC Migrant Dept. District Migrant Contact	PFS Reports Email Documentation
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	July 1 – Aug 30	ESC Migrant Dept. District Migrant Contact	Email Documentation Community Resource List
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	July 1- Aug 30	ESC Migrant Dept. District Migrant Contact	Student Participation List, Invoices, Sign In Sheets
Additional Activities			
<ul style="list-style-type: none"> 			

Don D. Fowler
LEA Signature

August 1, 2019
Date Completed

Elizabeth Rangel
ESC Signature

August 1, 2019
Date Received

Richland Springs ISD
Parent and Family Engagement Policy
ESSA Section 1116
2019-2020 School Year

1. Richland Springs ISD will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Section 1116 (a)(1)

Involve parents in the joint development of the plan.

How Achieved: Notices of meetings, meeting agendas, and minutes reflect parent participation. An interpreter is provided if requested by the parent.

2. Richland Springs ISD receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, Richland Springs ISD will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. Section 1116 (a)(2)

- The policy shall be incorporated into the local educational agency's plan developed under section 1112 (District Improvement Plan, DIP),

- The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement

The Parent and Family Engagement Policy is typically reviewed at two annual Title 1 meetings in the fall. The Title 1 meetings are advertised in the local newspaper, and letters are also mailed home to parents prior to the meeting. The first Title 1 Parent/Family meeting is held usually in August around 6:00 p.m. in the evening at the school cafeteria just prior to the first home football game. Persons attending the first meeting are given free passes to the game. Revisions to the Parent and Family Engagement Policy is an agenda item. The second Title I meeting is held in September on the morning of the day scheduled for Open House, and a third Title 1 meeting is usually held in the evening of the day scheduled for Open House. Parents are given a choice of meeting with the Principal (by appointment) during the day, or attending the meeting at Open House during the evening. Again, the jointly developed Parent and Family Engagement Policy is reviewed.

3. Richland Springs ISD will: involve parents and family members in jointly developing the local educational agency plan (DIP) under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)

Parents are included in the development of the District/Campus Improvement Plan. Notices of meetings, meeting agendas, and minutes reflect parent participation. An interpreter is provided if requested by the parent.

4. Richland Springs ISD will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. Section 1116 (a)(2)(B)

Provide coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

How Achieved: School personnel are primarily responsible for these areas. Coordination, assistance, and support is achieved by providing a site and scheduling some Title I meetings to be as convenient as possible for parents to attend by scheduling some Title I meeting at a time when parents are coming to school for other activities such as Open house.

5. Richland Springs ISD will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (a)(2)(C) and Section 1116 (e)(4)

Since the Richland Spring ISD is located in a rural, sparsely populated area, many programs common to large districts are not part of the school system, so specific coordination of such strategies is N/A. However, parents with pre-school children do attend school functions, and consequently, children are familiar with school before enrolling in pre-K or kindergarten. (Registration for pre-K and/ or K is scheduled each May as a child's first formal experience in the public school setting.)

6. Richland Springs ISD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying— Section 1116 (a)(2)(D)

- barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- strategies to support successful school and family interactions;

How Achieved: Parents and school personnel formulate a survey to be mailed with reports cards at the end of the 5th six weeks to evaluate the effectiveness of the policy and to solicit ideas for improvements and/or additional activities for consideration. Students are also surveyed at the end of the 5th six weeks to solicit ideas for educational improvements and/or additional activities for consideration.

7. Richland Springs ISD will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies; and Section 1116 (a)(2)(E)

Education succeeds best when there is a strong partnership and communication between home and schools. As key players in the education of their children, parents are involved in developing a policy which will achieve maximum effectiveness in the ties between home and school so that children will benefit from their time at school and the services provided by the Title I, Part A program. The Parent/Family Engagement Policy is one that is subject to change and revision in order to remain effective in meeting the needs of children who live in a constantly changing society. Parent/student surveys are evaluated to see if changes/modifications need to be made to achieve maximum effectiveness. Parents and school personnel work together to achieve such a policy.

8. Richland Springs ISD will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request. Section 1116 (a)(2)(F) and Section 1116 (e)(14)

An advisory committee will be formed consisting of parents, community members, teachers and staff, and administrators to develop and revise the Richland Springs ISD Parent/Family Engagement Policy. The need for volunteers to serve on this committee will be publicized and then volunteers will be selected. The parent volunteers will represent the diversity of the student population, and one or more parents on the advisory committee will have children participating in the Title 1 program. The advisory committee will convene at a time and place convenient to all its members.

9. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Richland Springs ISD shall: Section 1116 (e)

The school district listens to parents' concerns and suggestions and attempts to respond to these needs. Communication between the home and the school is vital for strong involvement, and the district provides various avenues for communication. Parents are encouraged to phone or personally contact their child's teacher or administrator; weekly activity calendars keep parents abreast of classroom assignments and the school's GRADEBOOK online parent portal provides current class grading information for parent's to view online; and 3-week progress reports are sent home prior to regular report cards if a student is having academic problems; and parents are contacted regarding any other areas where a one-on-one discussion is deemed necessary by school personnel.

(i) providing assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)

Richland Springs ISD will provide to all parents the grade level goals for its students. Richland Springs ISD will also publish the STAAR testing schedule and assessment goals. Richland Springs ISD will encourage parents to:

- (1) Read and discuss the student handbook prior to signing and returning to school;*
- (2) Emphasize the importance of education and encourage participation in school activities;*
- (3) Stay informed about your child's activities by attending parent conferences and other parent meetings;*
- (4) Learn about the curriculum, student support services, and activities offered by the district;*
- (5) Become familiar with the academic program and review teaching materials, textbooks, and other instructional aids;*
- (6) Examine tests that your child has taken;*
- (7) Monitor your child's progress and contact teachers, the counselor, or the principal as needed;*
- (8) Call the office to schedule appointments;*
- (9) Review your child's records when needed;*

(ii) providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)

Parents are encouraged to meet with their child's teachers by scheduling conferences with teachers, meeting teachers at Open House and other events at school. Parents may use technology to log in to the parent Gradebook portal to check their child's classroom grades.

(iii) educating teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; Section 1116 (e)(3)

Activities such as staff meetings and Professional Development focusing on parent and family engagement, professional development opportunities on-site or at other training venues, and Parent and Family Engagement Statewide Initiative resources available on the website.

(iv) ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; Section 1116 (e)(5)

Some of the documents that will be provided in Spanish language include the Parent Involvement Policy, Parent and Family Engagement Policy, the School–Parent-Child Compact, the Home Language Survey, Directions and Application for Free and Reduced-Price School Meals, and parent newsletters sent home with six-week report cards. Translators are available at Title 1 Meetings, ARD Meetings, and ESL meetings and parent conferences as needed.