

# **ROBERT LEE SCHOOL**

# **Campus Improvement Plan**

## **2019-2020**

Approved

**October 17, 2019**

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Date of School Board Approval

## **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**

All teachers, staff members and administration at Robert Lee ISD believe that all students will learn and be successful. The students must be given an equal opportunity for a quality education based on a uniform curriculum based on state and district adopted courses of study.

All students and parents/guardian have an obligation to take advantage of the opportunity to learn.

The district personnel have an obligation to have high expectations for all students and to dedicate their efforts and resources to assure that every student will learn.

The community has an obligation to provide the necessary resources that will ensure that the students have every opportunity to succeed in life.

The use of technology will be integrated into all facets of curriculum and instruction. District and school-based planning will include the investigation of technology as a means for delivering instruction, student needs will guide the integration of technology into curriculum and instruction. The District will offer support for technology integration in five areas: planning and implementation, curriculum improvement, staff development, integrated program support, and hardware/software acquisition and maintenance.

## VISION STATEMENT

To provide an environment that is safe, secure, stable, consistent and conducive to learning which provides positive self-esteem, develops good character qualities and citizenship skill for the school and community.

To serve the community by providing resources and facilities to educate the children with a current and complete curriculum that will enable them to be successful in the workforce and beyond secondary education.

## BOARD GOALS

Robert Lee ISD will:

- \* Target exemplary academic achievement for ALL students.
- \* Have a clean, safe, and positive learning environment.
- \* Provide excellent, well-qualified personnel.
- \* Utilize technology resources to maximize student learning.
- \* Align with community needs and improve parent/family and community involvement.

## Planning and Decision Making Committee

List the names of the persons on the committee, both elected and appointed, and indicate which group each one is representing.

<i>Mary Ann Hill</i>	<i>Title I</i>
<i>Katie Drennan</i>	<i>Elementary Teacher</i>
<i>Sandy Sawyer</i>	<i>Secondary Teacher</i>
<i>Billy Whyburn</i>	<i>Athletic Director/Teacher</i>
<i>Denise Roberts</i>	<i>Special Education</i>
<i>Brandi Sawyer</i>	<i>Business representative</i>
<i>Inga Elliott</i>	<i>Parent representative</i>
<i>Amber Bosworth</i>	<i>Parent representative</i>
<i>Sally Gloria</i>	<i>Community representative</i>
<i>Aaron Hood</i>	<i>Superintendent</i>
<i>David O'Dell</i>	<i>Secondary Principal</i>
<i>Lee McCown</i>	<i>Elementary Principal</i>
<i>Kellye Duncan</i>	<i>Counselor</i>

## 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.

### TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

## **DISTRICT ESSA REQUIREMENTS**

**Equity Plan** [*ESSA Sec. 1112(b)(2)*]: Working through the equity process did show big gaps in student performance between sub-groups. Lack of effective planning time, strategies and guidance for Tier 1 instruction was identified as well as core teachers needing more time to reteach and remediate struggling learners. Our campus intends to implement strategies to address these needs. Six weeks planning sessions will be implemented using our ESC to help our teachers with Tier I instructional planning. Data analysis meetings will take place after every unit to discuss the data from the assessments and develop a remediation plan. Administration will conduct walkthroughs to ensure that teachers are staying on track with the curriculum. Our principal will also be trained in action coaching. To address the remediation needed, our master schedule will provide remediation time during the school day to reteach struggling learners. Tutorials will also be offered starting in October for students who can stay after school.

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

Robert Lee 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)*]: The schoolwide program will provide for a Title I teacher to help students in elementary read at grade level. The program will be a pull out program for students identified as struggling or below grade level in reading. Lexia will be utilized to help remediate these students as well as other strategies determined by the Title I teacher.

**Homeless Students:** Robert Lee School utilizes a student residency questionnaire to help determine whether or not students qualify as homeless under the McKinney-Vento Act. Homeless students on Title-I campuses may receive additional supplemental services to the services being provided on their campus through the Title-I, Part A set-asides. Services may include: personal school supplies, items of clothing that are necessary to meet a school's dress requirement, immunizations, supplemental counseling services, tutoring, costs associated with credit recovery, or other similar activities to address a child's opportunity for school success.

**Coordination of CTE Programs:** Robert Lee School coordinates the use of federal and state funds to provide CTE programs at the secondary level. Currently, Robert Lee School participates in the Perkins SSA through Region 15 ESC, which provides supplemental funds for CTE based activities.

## SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, be mindful of the following requirements as you develop your plans:

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
  - Annual Title I meeting
  - Flexible number of meetings
  - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
  - Provide Parents:
    - Timely notification about Title I programs
    - Description and explanation of curriculum and assessments used
    - Upon request, opportunities for regular meetings to participate in decisions related to child
    - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** [ESSA Sec. 1116(d)]
  - Describe school's responsibilities to provide effective learning environment
  - Describe ways in which parents will be responsible for supporting student learning
  - Address importance of communication
    - Parent-teacher conferences in elementary (annually, at a minimum)
    - Frequent reports to parents regarding student's progress
    - Reasonable access to staff, volunteer opportunities and observation of classroom activities
    - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
  - Provide assistance in understanding academic standards and assessment and how to monitor child's progress
  - Provide materials and training to help parents work with children to improve achievement
  - Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
  - Coordinate/integrate parent involvement programs, as feasible
  - Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
  - Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
  - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

# Comprehensive Needs Assessment

<b>District Goals</b>	<b>Date</b>	<b>Attending</b>	<b>Data Sources</b>
Robert Lee ISD will obtain a Met Standards rating in 2019	Aug 23, 2019 3:45 P.M. Board Room	David O'Dell Lee McCown Denise Roberts Sandy Sawyer Kellye Duncan Brandi Sawyer	District Scores
All students in Robert Lee ISD will graduate from high school.	May 2020		Graduation Rate
All students in Robert Lee ISD will be educated in a learning environment that is safe, drug free, and conducive to learning with an atmosphere free from harassment and bullying.			Annual survey results, discipline records,  School Safety & Security checklist
At Robert Lee ISD, all students will be taught by Highly Qualified teachers.			Personnel records, staff development records
Parents and community will be			Parent surveys,



partners in the education of  
Students in Robert Lee ISD

documentation of  
meetings

RLISD will establish programs to  
ensure a smooth transition for  
students from early childhood  
programs to local elementary  
school programs and transition  
from elementary to Junior High.

TAPR reports,  
Student progress  
reports, parent  
surveys

Additional Program Planning and Evaluation Meetings:

Special Education – David O’Dell, Lee McCown, Maranda Hood, Denise Roberts

Gifted and Talented – David O’Dell, Aaron Hood, Kellye Duncan

Career and Technology – Aaron Hood, David O’Dell, Kellye Duncan

## Summary of Findings

A review of data sources indicates a need to develop activities and strategies to help all students and student groups pass all portions of the state assessment. The data also indicates that steps need to be taken to ensure that all students are taught by highly qualified teachers and assisted by highly qualified paraprofessionals. As a result of the needs assessment, measures for ensuring that all students are educated in learning environments that are safe, drug free and conducive to learning will be taken. The data indicates that a dropout rate of at or near 1% has been maintained repeatedly. However, strategies will be planned to make certain that a satisfactory rate is maintained.

While attendance is no longer a performance indicator, the district will continue to encourage daily attendance by providing incentives to students and attendance information to parents.

The district will continue with programs that have been successful and will actively seek new methods for achieving the more rigorous state test standards. A PBM for special education plan has been developed and will be an addendum to the Robert Lee District Improvement Plan.

**Realizing the importance of community and parent involvement in the education of our children, the district will continue to plan activities and strategies to increase parent and community participation.**

# State Compensatory Education

## State of Texas and *Robert Lee ISD* Student Eligibility Criteria:

Students served by state compensatory education funds are those indentified as at-risk according to eligibility criteria outlined by the state of Texas. Services provided include tutorials, technology assistance, and opportunities for acceleration.

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
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.

The 2019-2020 SCE allotment for Robert Lee ISD is \$259,644. The RLISD allotments include \$92,320 for district-wide teacher salaries \$10,000 is used to purchase instructional supplies/materials enhance the instructional progress of at-risk students, \$4,519 for student career exploration, and \$14,250 for cost of academic recovery. \$14,250 is used for Non-Disciplinary Alternative Educational Placement to assist at-risk students unable to continue their regular instruction in the regular classroom. This is due to various non-disciplinary academic problems that necessitate them being assigned to the Fairview Alternative Education Program. Allotment also includes \$6,920 for counselling of at-risk students.

***FTEs –1.87 total FTEs***

#### Entry/Exit

Students at-risk profiles are required annually before the submission of October PEIMS. Students no longer meeting state criteria are exited from the program. Students new to the district are reviewed for program entry upon enrollment in the district. Students may also be added to or removed from the program as status changes throughout the school year.

## **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.

Title I, Part A – Elementary School wide K-6	\$ 47,370
Title II	\$ 7,158
Title IV	\$ 10,000
Small Rural Schools	\$ 22,787

**Goal 1:** *Robert Lee Elementary School* will obtain a Met standards rating in all areas of the TEA accountability system for the SY 2020

**Objective 1:** By May 2020 our raw score for all portions of the STAAR test will be greater than 70.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>STAAR Tutorials, supplemented by TEKS resource system, grades 4-6 Teachers/Aides provide a Daily 50-minute block of accelerated math, language arts, science, and social studies instruction to enhance test-taking skills and mastery of the TEKS in preparation of taking the STAAR.</p>	Principal	Monitored in November 2019 and February 2020	<b>.55 FTE Teachers</b> <b>\$34,248</b>	Passing grades at end of semester. Daily work and teacher made tests. Review of three and six-week grade reports.
<p>3rd – 6<sup>th</sup> grade students who did not meet the STAAR standard or are identified as struggling will receive tutorial assistance, supplemented by TRS, IXL Math, Euduphoria and A+ software in mastering the TEKS objectives.</p>	Principal	Monitored in November 2019 and February 2020	<b>Local Funds</b>	Passing grades at end of semester. Daily work and teacher made tests. Review of three and six-week grade reports.

Goal 1 continued				
Support K-8th Grade objectives by obtaining access to TRS	Superintendent Campus Principals	June 1, 2019	Local Funds, SCE funds, Title I federal funds	Passing grades at end of semester. Daily work and teacher made tests. Review of three and six-week grade reports.
Support Title I, Part A Schoolwide Program-Grade PK-6 SCE funds and programs are being coordinated with the Title I, Part A Schoolwide program to upgrade the entire educational program at the school.	Principal	2019-2020 each six weeks	Supplies and Materials \$10,000 SCE funds	Passing grades at end of semester  Daily work and teacher made tests
At-Risk Coordination – Grades PK-12 Coordinates the SCE program identification and evaluation data.	Counselor	Monitored in October 2019, November 2019, February 2020, and March 2020	Local	Activities are accomplished in accordance with the SCE timelines.
Students in grades 3-6 will take practice test/benchmark tests throughout the year to assess individual progress toward STAAR objectives and to guide the development of	Principal	Two benchmark exams given during the school year 2019-2020	TEA interim assessments/ Teacher made tests	Student improvement demonstrated on successive test administration. Students at risk of failing identified.

individual learning plans.				
Teachers will use disaggregated STAAR data to identify individual and program strengths and weaknesses in order to prepare students for assessing yearly progress	Eduphoria-aware, data available from Test Coordinator Principal	Monitored in October 2019, February 2020, and March 2020	Eduphoria-aware, Item Analysis reports	Personal Growth Plans (PGP) will be developed for students at-risk of failing.
LEP students will have equitable access to all programs, curricular, and extracurricular, and resources.	ESL Coordinator	Monitored in September 2019, November 2019, January 2020, and April 2020	ESL Literacy Program, Home Language Survey, Woodcock Munoz Testing, ESC LPAC Materials	Percent of LEP students in programs and activities will increase by 25%
Ensure all teachers are provided with and are teaching the TEKS.	Principal	Monitored each six weeks grading period.	TEKS from TEA website or copies in teacher workroom	Lesson plans, textbooks, and scope and sequence indicate TEKS are being taught.
Goal 1 cont.				
Conduct annual special education program evaluation	Special Ed Teachers	May 2020	Robert Lee ISD and Small Schools Coop	Regular classroom visits by Small Schools Coop staff.
Special Education diagnostic staff will observe students in the classroom in order	Superintendent	Before January 2020	Small Schools Coop PBMAS & AEIS	Regular classroom visits by Small Schools Coop staff.

to collaborate with teachers to link assessment with instruction. (CAP matrix component-timelines for initial evaluation)				
Instructional staff will participate in staff development for the purpose of aligning curriculum with TEKS and STAAR.	Campus Principals and Superintendent	Summer 2020	Release Tests and Locally Developed Tests	Student progress assessed and those at risk of failing identified.
Purchase of Classroom Technology equipment to engage student learning.	Superintendent Campus Principal	Dec 2019	School Improvement Grant Local Funds	Implementation in 2019 and beyond. Student progress is increased.

**Summative:** Robert Lee Elementary will meet standard on the 2019 STAAR test.



**Goal 2:** At the Robert Lee Elementary School all students\* will be taught by highly qualified teachers by 2019

**Objective 1:** RLISD will continue to achieve the goal of having highly qualified teachers teaching 100% of all classes, 100% of paraprofessionals assisting with student instruction, and 100% of teachers receiving high quality professional development.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
All current paraprofessionals will be provided the opportunity to meet a rigorous standard of quality and to demonstrate through a formal assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness.)	Superintendent	All instructional staff are highly qualified as of the fall submission of 2019.	ESC XV –Title I funds Title II funds	Records indicating completion of academy and passing of competency tests.
Goal 2 continued				

<p>All newly hired paraprofessionals will have (1) completed two years of study at an institution of higher education; (2) obtain an associate's ( or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate through a formal assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness.)</p>	<p>Superintendent</p>	<p>Since Fall of 2003</p>	<p>ESC XV – Title funds Title II funds</p>	<p>Personnel records verifying required standards are met.</p>
<p>Incentives will be provided for teachers to obtain multiple certifications in areas of high need and scarcity.</p>	<p>Superintendent</p>	<p>December 2019 and Summer 2020</p>	<p>Innovative Funds to pay for certification</p>	<p>Test reports and teacher certification records indicating certification.</p>
<p>Goal 2 continued</p>				

<p>Teachers, principals, and administrators will be provided opportunities to participate in sustained, intensive classroom focused professional development to address the learning needs of all students.</p>	<p>Training records maintained by Principal, and central office staff.</p>	<p>At least two days throughout the school year with on-site implementation and follow-up</p>	<p>ESC XV Title II Part A</p>	<p>Certificates or other documents indicating attendance.</p>
<p>Professional staff and instructional aides will participate in staff development related to: the instruction of students with disabilities, providing the least restrictive environment, and providing supplementary aids and services.</p>	<p>Principal  Superintendent</p>	<p>August annually</p>	<p>Small Schools Coop</p>	<p>Professional Development staff records</p>
<p>Teachers and administrators providing services to gifted and talented students will obtain required hours to staff development in gifted and talented education.</p>	<p>Principal</p>	<p>Minimum of 6 hours annually.</p>	<p>ESC Staff</p>	<p>Training records indicating required hour.</p>

Goal 2 continued				
Additional GT support will be given by ESC 15	Principal	At least bi weekly	ESC Staff	Schedule of Contract Days
District staff will determine which teachers are highly qualified and certified and which teachers need additional certification or training.	Principal	Examining records yearly and yearly evaluation of new staff.	Personnel records	Completion of preliminary report by November 2018 and final report by June 2019. Yearly evaluation of new staff.
Develop individual plans for assuring that all teachers are certified and highly qualified.	Principal	By completion of summative conferences	Personnel Records	All teachers have a plan in place for becoming certified and highly qualified by June 2018.

**Summative:** 100% of the Teachers and paraprofessionals in Robert Lee ISD will be highly qualified.

**Goal 3:** All students in the Robert Lee Elementary School 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 remain at zero as measured by PEIMS and discipline referrals will be reduced by 10%.

Objective 2: Procedures for preventing and management of school emergencies will be reviewed and updated by May 2020.

Objective 3: Staff members will participate in professional development to foster a school climate that is safe, drug free, and conducive to learning by May 2020.

Objective 4: \_Accessibility to district facilities will be improved by May 2020.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide opportunities for CPR and First Aid training for staff members.	Superintendent	Training provided annually, certification must be renewed every other year	Local funds	Training records indicating all staff members trained in First Aid and CPR.
Utilize drug dogs to detect illegal substances on campus.	Superintendent	Randomly August 2019-May 2020	Local funds	Number of violations recorded throughout the year.
The school safety checklist will be used to assess school safety and security.	Superintendent School Health Advisory Committee	ESC XV – District Safety Audit completed before January 2, 2020	School Safety Checklist – ESC XV	Completed checklist with suggestions for revisions to crisis plan.

Goal 3 continued				
Based on the needs identified on the school safety checklist, the Crisis Intervention Plan will be updated annually and procedures for handling crises will be practiced periodically	Superintendent Principal	Updates provided annually within first month of school.  One or more emergency procedures practiced at least once each semester.	School District Emergency Operations Plan (EOP)	Updated plans and record of procedures practiced.
Based on safety concerns identified on the school safety checklist and on the SDFSC survey, a list of prevention and intervention strategies that support a safe and secure learning environment will be developed.	Superintendent School Health Advisory Committee	3-5 times annually	Safe and Drug Free Schools, MADD, TGCJJ, DARE	Records of activities and report of SDFSC activities on the end of Year evaluation.
All professional and paraprofessional staff members will receive training in district discipline policies, practices, student code of conduct, conflict resolution, and classroom management.	Superintendent Principal	August 12 - 15, 2019	Student Code of Conduct and Student Handbooks	Roster indicating attendance by professional and paraprofessional staff members.

Goal 3 continued				
Maintain clearly marked handicap parking spaces and inform drivers not to block access to the spaces	Superintendent	Ongoing	Robert Lee ISD Maintenance department equipment	Visual inspection of handicap parking spaces and information to drivers.

**Summative:** There is a reduction in both violent incidents and discipline referrals by the amount stated. Plans are in place for prevention and management of school emergencies. Parking lots provide accessibility to campus facilities.

**Goal 4:** Parents and Community will be partners in the education of students at the Robert Lee Elementary School

**Objective 1:** By May 2020, at least 90% of all students'\* parents and/or family members will participate in at least one opportunity to be a partner in the education of their child(ren).

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
A continuum of activities will be offered to provide opportunities for parents and community partnering in the education of Robert Lee ISD students.	Superintendent	At least once each six Weeks (minimum of 6 Times annually	Calendar of events	Sign in sheets and other documents indicating parental participation.
Parent conferences will be held for all students 3-6 considered at-risk for failing STAAR.	Campus Principals	Monitored October 2019, February 2020, and April 2020.	Title I Family Compacts TPRI results  Individual testing reports, practice tests, and TEA Parent info.	Records indicating the number of parents attending.
A variety of communication tools will be used to inform parents and community members of opportunities to participate in student activities.	Superintendent	At least once a month August – May	Parent newsletter  Report card messages	Record of attendance of school events.



Goal 5 continued				
Inform parents of special education students of program policies and procedures and provide information on STAAR.	Small Schools Coop Director Small Schools Coop Diagnostician	Spring semester 2019 during Annual ARDs or regularly scheduled parent meetings.	Booklet	Meeting notification, records of attendance and record of booklets Distributed.
Inform special education students and parents of the availability of transition services.	Small Schools Diagnostician Campus Principals	Spring semester 2019	List of identified services	Review of transition services at the annual ARD meeting.

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

**Goal 5:** The Robert Lee Elementary School will achieve an attendance rate of 98% or greater by the school year 2019-2020.

Objective 1: The district will achieve an attendance rate of 97.5% or greater by May 2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Attendance incentives will be provided to encourage perfect attendance.	Campus principals	At least once each six weeks	Local funds for incentive awards	Attendance rate reported each six weeks/month.
Provide information to parents about district attendance requirements including cost to district, medical absence procedures, and role of attendance committee.	Campus principals Superintendent	At least once each semester	Student Handbook, attendance reports to parents, parent letters.	Attendance rate reported each six weeks/month.

**Summative: Annual attendance rate of 98% or better. 100% STAAR test attendance.**

**Goal 6:** The Robert Lee Elementary School will establish a campus atmosphere free of all forms of harassment and bullying including teen dating violence.

**Objective 1:** The district will achieve a goal of zero incidents of harassment and/or bullying.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide awareness training and education for the school community.	Campus principals	At least once each semester	ESC XV & local professional development trainings	Active documentation of staff development trainings
Provide information to parents on the district policy concerning harassment and bullying	Campus principals Superintendent	At least once each semester	Student Handbook, District on-line policy (*see attached)	Documentation of communications sent to parents
Provide motivational student programs and/or public speakers on anti- bullying and anti-harassment topics.	Campus principals Superintendent	At least once each semester	Small Rural Schools	Active documentation of district discipline reports as reported through PEIMS.

**Summative:** Elimination of any and all harassment and bullying incidents on school campuses including teen dating violence.

Robert Lee ISD 041902 STUDENT WELFARE  
FREEDOM FROM HARASSMENT FFH (LOCAL) DATE ISSUED: 8/27/2007  
UPDATE 81 FFH(LOCAL)-A

Note: This policy addresses harassment of District students. For provisions regarding harassment of District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG.

The District prohibits sexual harassment, dating violence, and harassment based on a person's race, color, gender, national origin, disability, or religion.

Employees shall not tolerate harassment of students and shall make reports as required at REPORTING PROCEDURES, below.

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples of sexual harassment of a student may include, but are not limited to, sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuses to harm, threaten, intimidate, or control the other partner.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, gender, national origin, disability, or religion that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples of prohibited harassment may include, but are not limited to, offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Any student who believes that he or she has experienced prohibited harassment should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

Any District employee who receives notice that a student has or may have experienced prohibited harassment is required to immediately report the alleged acts to an appropriate person designated below.

Any other person who knows or believes that a student has experienced prohibited harassment should immediately report the alleged acts to the appropriate person designated below.

Reports of known or suspected child abuse or neglect shall be made as required by law. [See FFG]

Reports of harassment shall be made as soon as possible after the alleged acts. A failure to promptly report alleged harassment may impair the District's ability to investigate and address the harassment.

Oral or written reports of prohibited harassment shall normally be made to the campus principal. A person shall not be required to report harassment to the alleged harasser; nothing in this policy prevents a person from reporting harassment directly to one of the District officials below:

1. For sexual harassment, the Title IX coordinator. [See FB(LOCAL)]
2. For all other prohibited harassment, the Superintendent.

A report against the Title IX coordinator may be made directly to the Superintendent; a report against the Superintendent may be made directly to the Board.

Upon receipt of a report of harassment, a principal shall immediately notify the appropriate District official listed above.

The principal or District official shall promptly notify the parents of any student alleged to have experienced prohibited harassment by a District employee or another adult associated with the District. In cases of student-to-student harassment, the District shall promptly notify the parents of any student alleged to have experienced harassment when the allegations presented, if proven, would constitute sexual harassment or other prohibited harassment as defined by District policy.

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

The District may request, but shall not insist upon, a written report. If a report is made orally, the District official shall reduce the report to written form.

Upon receipt or notification of a report, the District official shall determine whether the allegations, if proven, would constitute sexual harassment or other prohibited harassment as defined by District policy. If so, the District official shall immediately authorize or undertake an investigation.

If appropriate, the District shall promptly take interim action to prevent harassment during the course of an investigation.

The investigation may be conducted by the District official or a designee, such as the campus principal, or by a third party designated by the District, such as an attorney. When appropriate, the campus principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

The District's obligation to conduct an investigation is not satisfied by the fact that a criminal or regulatory investigation regarding the same or similar allegations are pending.

Absent extenuating circumstances, the investigation should be completed within ten business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall be filed with the District official overseeing the investigation.

If the results of an investigation indicate that prohibited harassment occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the harassment.

The District may take disciplinary action based on the results of an investigation, even if the District concludes that the conduct did not rise to the level of harassment prohibited by law or District policy.

A student, including a complainant, may appeal through FNG(LOCAL), beginning at the appropriate level. A complainant shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Retaliation against a student alleged to have experienced harassment, a witness, or another person who makes a report or participates in an investigation is strictly prohibited. A person who makes a good faith report of prohibited harassment shall not suffer retaliation for making the report. A person who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding prohibited harassment is subject to appropriate discipline.

Retention of records shall be in accordance with FB(LOCAL).

Information regarding this policy shall be distributed annually to District employees and included in the student handbook. Copies of the policy shall be readily available at each campus and the District's administrative offices.

**Goal 7:** The Robert Lee Elementary School will establish programs to ensure a smooth transition for students from early childhood programs to local elementary school programs.

**Objective 1:** To provide a smooth transition from the Head Start program to the RLISD school program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide awareness to community of programs and services provided by local school district.	Campus administrators	At least once each semester	District website and local newspaper	Active documentation of public service announcements and webpage postings
Provide information to parents on pre-registration and open house activities.	Campus administrators Superintendent	At least once each semester	District Website, flyers & local newspaper	Documentation of communications
Support Head Start in improving school readiness.	Elementary Principal Pre-k & K teachers	At least once each semester	State aligned curriculum & testing	Educational and diagnostic data (TPRI)
Collaborate with Head Start to facilitate coordination of program services for children.	Elementary Principal	At least once each semester	Small School Coop, ESC XV	State & Federal designed diagnostic testing and resources
Collaborate with Head Start to increase program participation of underserved populations of eligible children in the service area.	Elementary Principal	At least once each semester	Small School Coop, ESC XV	State & Federal designed diagnostic testing and resources



Collaborate with Head Start to identify children who are limited English proficient and provide instructional services to help them make progress toward the acquisition of the English language.	Elementary Principal	At least once each semester	Small School Coop, ESC XV	State & Federal designed diagnostic testing and resources
Collaborate with Head Start to help identify children with possible disabilities as outlined in IDEA Part B. The RLISD will provide services with identified disabilities when appropriate.	Elementary Principal	At least once each semester	Small School Coop, ESC XV	State & Federal designed diagnostic testing and resources

**Summative: Elimination of any and all possible encumbrances that would prevent a smooth transition for students .**

**Goal 8:** The Robert Lee Elementary School shall follow nutrition guidelines that advance student health and reduce childhood obesity and shall promote the general wellness of all students through nutrition education, physical activity, and other school-based activities.

**Objective 1:** The district shall develop nutrition guidelines and wellness goals in consultation with the local school health advisory council and with involvement with representatives of the student body, school food service, school administration, the Board, parents and the public.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
All Physical Education classes will be taught by a certified Physical Education teacher	Campus administrators	At least once each semester	State Board of Education Certification (SBEC)	Active documentation
All students K-6 <sup>th</sup> grade will participate in physical activity for either a minimum of 30 minutes per day or 135 minutes per week.	Campus administrators Superintendent	At least once each semester	Campus master schedule	Campus Master schedule
Students will participate in the FITNESSGRAM assessment at least once a school year	Elementary Principal P E teachers	At least once each school year	State aligned testing	FITNESSGRAM
Coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings	Elementary Principal, food service staff, teachers, and other school personnel	At least once each semester	Texas Department of Agriculture, other state and federal agencies	SHAC

<p>Provide educational information that will be shared with families and the general public to positively influence the health of students and community members.</p>	District administrators	At least once each semester	Texas department of Agriculture , state and federal agencies	District website, SHAC, newsletter
<p>Provide sufficient time for students to eat meals in lunchroom facilities that are clean, safe, and comfortable</p>	District administrators	At least once each semester	Campus master schedule	Cafeteria and maintenance staff
<p>Provide training to teachers and other school staff to promote enjoyable, life-long physical activity for themselves and students</p>	District administrators	At least once each semester	Texas department of Agriculture, ESC 15	Staff development trainings

## **GLOSSARY OF TERMS**

**A+** is the Advanced Learning System, computer-assisted instructional software for credit recovery and remediation.

**ACT** is the American College of Testing, a college entrance test.

**AEIS** is the state's Academic Excellence Indicator System.

**AEIS IT** is a comprehensive data analysis tool used by the TAKS, TELPAS, SDAA II & TAKS I

**AEP** refers to the Alternative Education Program

**“All students”** refers to White (W), Hispanic (H), African-American (AA), Emotionally Disturbed (ED), Migrant, Male, Female, Limited English Proficient (LEP), Special Education (SE), Bilingual BE), English as a Second Language (ESL), Gifted and Talented (GT) students.

**ARD** is the admission, review, and dismissal committee that meet to place, review, and exit students from special education.

**ARRA** refers to the American Recovery and Reinvestment Act of 2009

**AMI** refers to Accelerated Math Instruction

**ARI** refers to Accelerated Reading Instruction.

**BE** refers to Bilingual Education.

**CTE** refers to Career and Technical Education.

**DAEP** refers to the District Alternative Education Program, Fairview.

**DPRS** refers to the Department of Protective and Regulatory Services (CPS)

**DSBDMC** refers to the District Site-Based Decision Making Committee.

**EOP** refers to the District Emergency Operations Plan

**ESC** refers to the Educational Service Center Region XV.

**ESL** refers to English as a Second Language.

**FTE** is a full time teaching employee.

**G/T** refers to Gifted and Talented.

**HB** refers to a House Bill

**IDEA** is the Individuals with Disabilities Education Act.

**K** refers to kindergarten.

**LEP** refers to Limited English Proficient.

**LPAC** refers to the Language Proficient Assessment Committee.

**MEP** refers to the Migrant Education Program.

**NCLB** refers to the No Child Left Behind Act of 2001.

**PDAS** refers to the Professional Development Assessment System used to appraise teachers.

**PEIMS** is the Public Education Information Management System.

**PGP** refers to Personal Graduation Plans

**PK** refers to Pre-Kindergarten

**PRS** refers to Pregnancy-Related Services.

**RLISD** refers to the Robert Lee Independent School District.

**SAT** refers to the Scholastic Aptitude Test, a college entrance test.

**SB** refers to a Senate bill.

**SBEC** is the state business education coalition.

**SCE** refers to State Compensatory Education, state funding for at-risk students' educational needs.

**SSI** is the Student Success Initiative which provides accelerated instruction for third graders who do not master reading TAKS.

**STAR** refers to School Technology and Readiness

**STAAR** refers to the State of Texas Assessments of Academic Readiness

**SY** refers to School Year

**TASB** is the Texas Association of School Boards.

**TEJAS LEE** is the Spanish version of the TPRI.

**TEKS** is the Texas Essential Knowledge and Skills, the state's curriculum.

**TPRI** is the Texas Primary Reading Inventory, a reading assessment for grades K – 2.

**UIL** refers to the University Interscholastic League

## 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:

<b>Priority for Service Criteria</b>	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

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

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

# Priority for Service (PFS) Action Plan

<b>School District:</b> Robert Lee ISD
<b>Region:</b> 15

<b>Filled Out By:</b> ESC Staff
<b>Date:</b> 08/01/2019

School Year: 2019\_ - 2020\_\_

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

<p><b>Goal(s):</b></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><b>Objective(s):</b></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
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	July 1- Aug 30	Migrant System Operator District Migrant contact	Monthly PFS Reports
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	July 1 –Aug. 30	ESC Migrant Dept. District Migrant Contact	Signed PFS Action Plan
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>▪</li> </ul>			

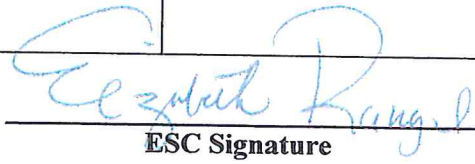
Required Strategies		Timeline	Person(s) Responsible	Documentation
<b>Communicate the progress and determine needs of PFS migrant students.</b>				
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	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"> <li>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.</li> </ul>	July 1 -Aug 30	District Migrant Contact ESC Staff	Agenda Sign-In Sheet	
<ul style="list-style-type: none"> <li>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.</li> </ul>	July 1 – Aug 30	Migrant System Operator District Migrant Contact	PFS Home Visit Form	
Additional Activities				
<ul style="list-style-type: none"> <li></li> </ul>				
<b>Provide services to PFS migrant students.</b>				
<ul style="list-style-type: none"> <li>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.</li> </ul>	July 1- Aug 30	ESC Migrant Dept. District Migrant Contact	PFS Reports Email Documentation	
<ul style="list-style-type: none"> <li>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.</li> </ul>	July 1 – Aug 30	ESC Migrant Dept. District Migrant Contact	Email Documentation Community Resource List	
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	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"> <li></li> </ul>				



LEA Signature

9-12-19

Date Completed



ESC Signature

9-12-19

Date Received