

Rockwall Independent School District

Amanda Rochell Elementary

2023-2024 Improvement Plan



Mission Statement

The mission of Amanda Rochell Elementary is to ensure high levels of learning for all students by providing a safe and nurturing environment, through meaningful relationships, where all students grow academically, socially, and emotionally into a diverse community of successful learners.

Vision

The vision of Amanda Rochell Elementary is to foster academic, social, and emotional growth of all learners.

Value Statement

In order to achieve the shared mission and vision of our school, Amanda Rochell Elementary staff have made the following collective commitments:

We will hold high expectations for all learners.

We will provide relevant and quality instruction to ensure high levels of learning for every student.

We will provide a guaranteed and viable curriculum.

We will teach the essential standards identified by Rockwall ISD.

We will monitor student progress on an ongoing basis through daily formative assessments.

We will use assessment data to drive instruction and decisions.

We will engage in meaningful and collaborative professional learning.

We will develop and implement behavioral expectations and systems with a common language to create a positive and safe learning environment.

We will develop meaningful relationships with parents and keep them informed of student progress.

We will recognize, embrace, and celebrate all stakeholders.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Amanda Rochell Elementary is a diverse Title I public school built in 1980 and is comprised of approximately 400 PreK-6th grade students. The neighborhoods zoned for Amanda Rochell Elementary offer affordable housing rental and ownership opportunities for low, middle, and high income families.

The attendance rate for the 2021-2022 school year was **93%**.

The attendance rate for the 2022-2023 school year was **93%**

2023-2024 ETHNICITY and STUDENT GROUPS:

Amanda Rochell Demographics	
American Indian	0%
Asian	3%
Black/African American	31%
Native Hawaiian	1%
White	23%
Hispanic/Latino Ethnicity	37%
Multi-Racial	5%
Economically Disadvantaged	64%
LEP	17%
Special Education	22%

Demographics Strengths

The students and staff of Rochell Elementary recognize and embrace our students. All staff are considered highly qualified for their assigned position.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We need additional support, resources, and staff members that will allow us to meet better the needs of our transient, economically disadvantaged students and at-risk population. **Root Cause:** Our percentage of transient and economically disadvantaged students has increased over the past five years and continues to do so.

Student Learning

Student Learning Summary

2022 STAAR Accountability: Amanda Rochell Elementary is a "C" Campus and scored 77 out of 100 for overall STAAR performance in 2022. **STAAR Performance by Domain Ratings:** 74 out of 100 for **Student Achievement:** 77 out of 100 for **School Progress:** 78 out of 100 for **Closing the Gaps.**

Texas Education Agency
2022 Accountability Ratings Overall Summary
AMANDA ROCHELL EL (199901103) - ROCKWALL ISD - ROCKWALL COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		77	C
Student Achievement		74	C
STAAR Performance	46	74	
College, Career and Military Readiness			
Graduation Rate			
School Progress		77	C
Academic Growth	73	77	C
Relative Performance (Eco Dis: 59.5%)	46	74	C
Closing the Gaps	78	78	C

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Texas Education Agency 2022 Distinction Designation Summary

Texas Education Agency
2022 Distinction Designation Summary
Academic Achievement in English Language Arts/Reading
AMANDA ROCHELL EL (199901103) - ROCKWALL ISD - ROCKWALL COUNTY

Indicator	Indicator Score	Quartile
Attendance Rate	95.3%	Q4
Accelerated Student Progress in ELA/Reading	30.0%	Q4
Grade 3 Reading Performance (Masters Grade Level)	29.0%	Q3
Grade 4 Reading Performance (Masters Grade Level)	14.0%	Q4
Grade 5 Reading Performance (Masters Grade Level)	31.0%	Q3
Grade 6 Reading Performance (Masters Grade Level)	24.0%	Q3
Total Indicators for ELA/Reading		0 of 6
<p>Campus Distinction Outcome: 0 of 6 eligible indicators in Q1 (Top Quartile)</p> <p style="text-align: center;">0 of 6 = 0%</p> <p style="text-align: center;">Distinction Target: Elementary = 50% or higher</p>		

2023 End of Year Kindergarten - 2nd Grade Universal Screener Performance Data:

K-2 RLA on Tier 1		Overall: 47% EOY on Tier I			K-2 MATH on Tier 1		Overall: 72% EOY on Tier I		
Kindergarten RLA	BOY	MOY	EOY	Kindergarten MATH	BOY	MOY	EOY		
	I: 41%	I: 24%	I: 33%		I: 56%	I: 67%	I: 70%		
	II: 14%	II: 22%	II: 22%		II: 36%	II: 24%	II: 26%		
	III: 46%	III: 53%	III: 46%		III: 9%	III: 4%			
1st Grade RLA	BOY	MOY	EOY	1st Grade MATH	BOY	MOY	EOY		
	I: 40%	I: 42%	I: 49%		I: 58%	I: 81%	I: 76%		
	II: 12%	II: 7%	II: 12%		II: 33%	II: 14%	II: 14%		
	III: 49%	III: 51%	III: 39%		III: 5%	III: 10%			
2nd Grade RLA	BOY	MOY	EOY	2nd Grade MATH	BOY	MOY	EOY		
	I: 49%	I: 51%	I: 60%		I: 70%	I: 63%	I: 70%		
	II: 23%	II: 16%	II: 15%		II: 13%	II: 23%	II: 22%		
	III: 28%	III: 33%	III: 24%		III: 14%	III: 8%			

2022-2023 STAAR Performance Data:

2023 Rockwall ISD STAAR Performance - All Students YEAR 1 TEA NEW STAAR BASELINE REPORT									
Gr	Reading Approaches	Reading Meets	Reading Masters	Math Approaches	Math Meets	Math Masters	Science Approaches	Science Meets	Science Masters
Rockwall	3	86%	63%	31%	82%	56%	29%		
	4	85%	59%	29%	78%	59%	30%		
	5	89%	70%	42%	91%	68%	34%	76%	48%
	6	88%	69%	37%	93%	67%	35%		
Rochell	3	80%	47%	19%	65%	33%	13%		
	4	61%	43%	10%	67%	45%	20%		
	5	77%	40%	15%	71%	43%	17%	52%	26%
	6	76%	41%	19%	89%	63%	28%		11%

Student Learning Strengths

Based on 2022 Accountability reports, Amanda Rochell Elementary scored in Quartile 1 (top Quartile) in the following areas:

Grade 3: Math Performance (Masters Grade Level) Q1, Mathematics Performance (Masters Grade Level) Q1

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in grades Kindergarten thru 2nd grade are not performing at high levels in reading. **Root Cause:** Teachers need to be more intentional at providing targeted whole group and small group instruction to move students up tier levels.

Problem Statement 2 (Prioritized): Our attendance rate decreased from the 2020-2021 school year to the 2021-2022 school year.

Problem Statement 3 (Prioritized): Our percentage of Tier 1 students is consistently below the district average. **Root Cause:** Our percentage of Tier 2 and Tier 3 students is consistently above the district average.

Problem Statement 4 (Prioritized): Students receiving special education and those who are being referred to special education are the students who are scoring lower than other students.

Problem Statement 5 (Prioritized): A large percentage of students performing below grade level and being referred to special education come from our non-continuously enrolled.

School Processes & Programs

School Processes & Programs Summary

All Rochell Elementary teachers meet the standard set forth by the “Every Student Succeeds Act” and instructional paraprofessionals are highly qualified. Recruitment of certified, highly qualified, and effective personnel is an on-going process rather than a singular or time-phased event. 17 new staff members were hired for the 2023-2024 school year. Systems are in place aimed at providing orientation to new teachers. EL students are supported in their classrooms by an ESL teacher. Amanda Rochell Elementary provides Special Education services through resource and in-class support, and an Alternate Curriculum Classroom. TIER 2 and TIER 3 students in need of intervention are provided support by their teacher, a reading interventionist, and instructional assistants. Gifted students are supported by a SAGE teacher. All teachers are required to complete annual GT training and our GT students are clustered in specific classes. Amanda Rochell Elementary offers incentives to students who have perfect attendance. Students are recognized at school celebrations for high grades, perfect attendance, and preferred behavior. Campus administrators are actively involved in all areas of campus improvement and culture.

The Rockwall ISD curriculum and instruction department works diligently to create and provide a guaranteed and viable curriculum for students to have equal access to curriculum in every classroom on every campus. Teachers at Rochell Elementary utilize the RISD Unit Overview documents, Pacing Guides, Year at a Glance documents, Eduphoria Forethought, Campus Common Assessments, and Campus Benchmark Assessments. Lesson plans are aligned with instructional objectives and are data-driven. Lesson plans include higher-order questioning, formative assessments, intervention, and differentiation. Teachers are invited to write curriculum at the district level. Administrators, instructional coaches, and teachers utilize instructional performance data during weekly PLC meetings to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery.

School structures (PLCs, instructional rounds, staff meetings, campus & district training) provide teachers with meaningful professional development that incorporates self-reflection and addresses findings from multiple data sources. Administrators, instructional coaches, and teachers effectively analyze multiple sources (Prior year STAAR results, DRA/EDL, ISIP monthly reports, MCLASS results, Unit Assessment Results, Progress Reports, Report Cards, Attendance %'s, and CBA results) of disaggregated data to drive instructional, intervention, and enrichment decisions.

All teachers receive yearly training in PBIS which is a set of ideas and tools that are used to improve the behavior of students. PBIS addresses the needs of at-risk students as well as the multi-leveled needs of all students in regard to behavior which creates an environment for both teaching and learning to occur in schools. CHAMPS is used as a classroom management system to reduce overuse of discipline practices that remove students from the classroom.

Campus administration builds capacity with team leaders regarding current initiatives and adopted teaching strategies. The district makes a concerted effort for all staff to be trained regarding instructional practices. Weekly PLCs are held for all grade levels. MTSS meetings are throughout the year to allow teachers time to discuss academic concerns as well as create meaningful changes to instruction and differentiation for a student. Data is reviewed regularly in order to monitor progress. Student and teacher goal status, mCLASS, DRA, district benchmarks, writing on demand, TEKS math assessments, summative assessments, iSIP, and iStation are all used as appropriate data collection and analysis. Instructional Coaches are available to work with teachers regarding effective teaching strategies, TEKS alignment, student progress monitoring and intervention, planning and decision-making.

At-risk students are given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction through WIN Time and small group instruction. WIN is an acronym for ‘What I Need’ and this embodies the purpose of this time period. ‘WIN time’ is a flexible period of time added to the master schedule to provide intervention or enrichment opportunities for students. *Do The Math*® is provided to students in 2nd-6th grade who are struggling with building numerical reasoning and confidence. Teachers and instructional assistants facilitate *Do The Math*® to build capacity as

students move from basic conceptual understanding to skills development in addition and subtraction, multiplication, division, and fractions. Teachers and instructional assistants facilitate Foundations® as a prevention and early intervention program for K-3rd grade. Wilson Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program.

Rochell Elementary students participate in college and career week. The purpose of college and career week is to increase student awareness of postsecondary education and careers through school-wide activities.

Amanda Rochell Elementary has made great strides in the world of technology and education. The administration, staff, and teachers believe that technology must be an ever-increasing and integral part of the educational process. Amanda Rochell Elementary has one-to-one Chromebooks for each student in grades K-6th grade. Each classroom on campus has an interactive projector. The following items can be checked out from the district: Google Expeditions, Spheros, and GoPro cameras. Students and staff have access to Seesaw, Canvas, EPIC, Brainpop, and Reading A to Z.

School Processes & Programs Strengths

Rochell teachers and administrators display a desire to continue building teacher capacity in all areas. There is growing consistency and understanding about the depth and rigor requirements for instruction. Students and staff are being stretched to meet the demands of the STAAR assessments and also for a college-ready culture. Rochell Elementary uses data to provide intervention and enrichment programs aligned with our vision, mission, goals, and collective commitments. PBIS has been implemented at Rochell Elementary for the past 5 years resulting in an increased amount of students who are familiar with the established schoolwide systems and procedures throughout common areas. CHAMPS has been implemented in the classrooms for the past 2 years resulting in an increased amount of students who are familiar with schoolwide classroom systems and procedures.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There was an overall increase in documented behaviors throughout the 22-23 school year. **Root Cause:** Not all disruptive behaviors were documented previously. Another root cause of increase is due in part to PBIS and CHAMPS not being implemented by 100% of staff to prevent problem behaviors. More extensive professional learning will need to take place in upcoming year to help on-board new staff and revamp past procedures.

Perceptions

Perceptions Summary

Rochell Elementary continually works to maintain a safe environment for all learners built on the cornerstone of relational capacity. The students feel safe and have a sense of belonging. Positive behavior interventions and supports (PBIS) help to strengthen our ability to create a culture of leaders for academics as well as appropriate social behaviors. The staff at Rochell Elementary work collaboratively with students and parents to provide behavior support where needed. Every student and every situation is taken on a case-by-case basis, considering mitigating factors and which PBIS strategies will be most likely to improve the behavior and success of the student. Disciplinary policies, procedures, and practices are proactive and continually evaluated and adjusted based on student/family need.

Amanda Rochell Elementary has processes and programs in place helping them ensure high levels of learning for all students. The staff work together collaboratively to provide a safe and nurturing environment, through meaningful relationships, where all students grow academically, socially, and emotionally into a diverse community of successful learners. The staff feel safe and have a sense of belonging and purpose. They love to teach and see the results of their work with all learners. The staff feel supported by strong administration. All staff work together like a family to support each other.

Amanda Rochell Elementary will involve parents, in an organized, ongoing, and timely way. At our annual Parent Information Night, parents will be electronically provided with information about programs, the curriculum, and the state and district assessments used to measure student progress and the proficiency levels students are expected to meet. This information can also be found at www.rockwallisd.com. At progress report time, report card time, and as often as needed, parents are encouraged to communicate with their child's teacher to discuss their child's progress and how they can best support their child's education at home. At the end of the school year, each 3rd-6th grader will receive an individual student report regarding their child's performance on the state STAAR test.

Perceptions Strengths

Amanda Rochell Elementary offers a comprehensive approach to developing a strong culture and positive climate. The diverse population at Amanda Rochell Elementary brings richness to our school by providing a depth of individual differences from our students and families. All staff work towards carrying out the mission and vision of Rochell Elementary School. Amanda Rochell Elementary provides a variety of opportunities for parents/guardians to be informed, communicate, interact, or be involved directly with teachers and staff. Amanda Rochell Elementary offers a flexible number of parent involvement opportunities for parents to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We do not have enough parent volunteers to serve in leadership positions on our parent involvement team. Our parent teacher organization is led by only two parents who do most of the volunteering and coordinating. **Root Cause:** Some parents lack time and/or confidence in leading.

Priority Problem Statements

Problem Statement 1: We need additional support, resources, and staff members that will allow us to meet better the needs of our transient, economically disadvantaged students and at-risk population.

Root Cause 1: Our percentage of transient and economically disadvantaged students has increased over the past five years and continues to do so.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in grades Kindergarten thru 2nd grade are not performing at high levels in reading.

Root Cause 2: Teachers need to be more intentional at providing targeted whole group and small group instruction to move students up tier levels.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our attendance rate decreased from the 2020-2021 school year to the 2021-2022 school year.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our percentage of Tier 1 students is consistently below the district average.

Root Cause 4: Our percentage of Tier 2 and Tier 3 students is consistently above the district average.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students receiving special education and those who are being referred to special education are the students who are scoring lower than other students.

Root Cause 5:

Problem Statement 5 Areas: Student Learning

Problem Statement 6: A large percentage of students performing below grade level and being referred to special education come from our non-continuously enrolled.

Root Cause 6:

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There was an overall increase in documented behaviors throughout the 22-23 school year.

Root Cause 7: Not all disruptive behaviors were documented previously. Another root cause of increase is due in part to PBIS and CHAMPS not being implemented by 100% of staff to prevent problem behaviors. More extensive professional learning will need to take place in upcoming year to help on-board new staff and revamp past procedures.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We do not have enough parent volunteers to serve in leadership positions on our parent involvement team. Our parent teacher organization is led by only two parents who do most of the volunteering and coordinating.

Root Cause 8: Some parents lack time and/or confidence in leading.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Amanda Rochell Elementary School will provide an academically engaging environment that ensures consistent instructional processes to increase student achievement and growth performance for all learners.

Performance Objective 1: By August 2024, Amanda Rochell Elementary will receive an 80% or higher grade in overall performance and will earn the following percentages for overall campus STAAR performance:

- 80% Approaches GL or Above
- 50% Meets GL of Above
- 30% Masters GL





Evaluation Data Sources: TEA STAAR Accountability Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p>Strategy's Expected Result/Impact: Build Team and Instructional Capacity</p> <p>Created a schedule that includes weekly PLC meetings with the purpose of evaluating instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Team Leaders</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I Funds</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas. All teachers will implement the District Curriculum, including the Year at a Glance, found in Forethought</p> <p>Strategy's Expected Result/Impact: Amanda Rochell Elementary will increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Lesson plans, PLC</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional coaches.</p> <p>Title I: 2.4, 2.5 -</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborate with District Curriculum Coordinator in order to monitor the district curriculum to ensure effective implementation and provide increased instructional and curriculum implementation support.</p> <p>Strategy's Expected Result/Impact: Guaranteed and Viable Curriculum in all classrooms.</p> <p>The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches, District Coordinators.</p> <p>Title I: 2.5 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for teachers to collaborate in grade level teams, vertical teams, campus PLCs, and district PLCs to address specific objectives following analysis of student assessment data.</p> <p>Strategy's Expected Result/Impact: Amanda Rochell Elementary will increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, District Curriculum Coordinators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: PLC Coaching Academy (Professional Development) - 211 - Title I Funds</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: High-fidelity professional development which provides introductory and ongoing content-focused, job-embedded training linked to high-quality curriculum for Pre-K childhood through grade 6, in all core subjects is offered to all staff.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement Small Group Instruction Increased Classroom Rigor and Engagement</p> <p>Provide ongoing professional development opportunities that support the implementation of effective instructional strategies and engaging lessons in the classroom.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers</p> <p>Title I: 2.4, 2.6 -</p> <p>Funding Sources: - 211 - Title I Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers are provided opportunities to observe other teachers.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity and knowledge of best practices and procedures.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Utilize Instructional Coaches to increase classroom teachers' proficiency in using best practices of instruction through a co-teach model.</p> <p>Strategy's Expected Result/Impact: Modeling Co-Teaching Increase Student Achievement & Growth</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Campus instructional leaders and teachers review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups.</p> <p>Strategy's Expected Result/Impact: Amanda Rochell Elementary will increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Disaggregate and monitor student performance data in all subjects utilizing STAAR results, formative and summative assessments, Writing on Demand, TEKS Mastery, TELPAS, ISIP, iStation, EDL/DRA2, E/MSTAR screener and diagnostic, CBA results, Unit Assessments, Lead4ward reports, and Standards Based Report Cards</p> <p>Staff Responsible for Monitoring: Administrative team, Instructional Coaches and Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Academic enrichment opportunities are provided during classroom instruction which incorporates rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded supports for high performing students, gifted students, and other student groups.</p> <p>Strategy's Expected Result/Impact: Provide academic enrichment opportunities through a variety of learning opportunities such as UIL competition, chess club, and book clubs targeted at meeting the needs of high performing students and enriching the TEKS.</p> <p>Staff Responsible for Monitoring: SAGE Teacher, Administrators, Instructional Coaches, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I Funds</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Analyze STAAR performance of every major group to target specific student groups in need of intervention in the following areas: grade level performance, academic growth, and student achievement.</p> <p>Strategy's Expected Result/Impact: Develop a plan to address needs.</p> <p>Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.</p> <p>Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Amanda Rochell Elementary School will provide an academically engaging environment that ensures consistent instructional processes to increase student achievement and growth performance for all learners.

Performance Objective 2: By August 2024, Amanda Rochell Elementary will earn the following percentages for STAAR performance in math:





80% Approaches GL or Above

50% Meets GL of Above

30% Masters GL

Evaluation Data Sources: STAAR Math Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the RISD Instructional Math Framework including Number Talks, Problem Solving, Mini Lesson, Guided Math/Math Stations, and Closure/Discussions.</p> <p>Strategy's Expected Result/Impact: Amanda Rochell Elementary will increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators.</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps in math or who lack key foundational math skills and provide them with timely interventions throughout the year.</p> <p>Strategy's Expected Result/Impact: We will be able to identify areas of focus for the current school year.</p> <p>Identify all students not mastering Math TEKS objectives and provide appropriate individualized intervention plans for each student.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Team Leaders, Teachers</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I Funds</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders and staff will review disaggregated math data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups to determine the root cause as to why students may not have learned the concept, and create plans to reteach math.</p> <p>Strategy's Expected Result/Impact: Address the needs of students with specific learning needs including Special Education students, Dyslexic students, 504 students, and English Language Learners.</p> <p>Staff Responsible for Monitoring: Administrators, District Curriculum Coordinator, District Bilingual Program Coordinator, ESL teacher, Special Education teacher, Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize Do the Math in Grades 1-6 as an intensive intervention curriculum to address the needs of those at risk for not meeting grade level academic standards.</p> <p>Strategy's Expected Result/Impact: Develop the skills needed to compute with accuracy and efficiency, the number sense needed to reason, and the ability to apply their skills and reasoning to solve problems.</p> <p>RTI for students with learning gaps</p> <p>Staff Responsible for Monitoring: Instructional Coach, Math Part-Time Tutor, Teacher, and Administrators</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Title I Tutor - 211 - Title I Funds - \$5,000</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Amanda Rochell Elementary School will provide an academically engaging environment that ensures consistent instructional processes to increase student achievement and growth performance for all learners.

Performance Objective 3: By August 2024, students at Amanda Rochell Elementary will make at least one year's progress in reading between the beginning and end of the year and will earn the following percentages for STAAR performance in reading.

Reading:

80% Approaches GL or Above





50% Meets GL of Above

30% Masters GL

Evaluation Data Sources: STAAR Reading Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the RISD Balanced Literacy Model to help students apply effective literacy strategies to develop the skills needed to be successful in all content areas.</p> <p>Strategy's Expected Result/Impact: Amanda Rochell Elementary will increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In grades K-6, teachers will implement the reading and writing workshop model of instruction.</p> <p>Strategy's Expected Result/Impact: Amanda Rochell Elementary will increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide differentiation strategies, small group instruction, one-on-one instruction, independent reading and writing, in order to empower students to make meaningful and relevant connections to their lives.</p> <p>Strategy's Expected Result/Impact: Amanda Rochell Elementary will increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Counselor</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps in reading and writing or who lack key foundational skills and provide them with timely interventions throughout the year.</p> <p>Strategy's Expected Result/Impact: Identify all students not mastering ELAR TEKS objectives and provide appropriate individualized intervention plans for each student.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Team Leaders, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I Funds</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Campus instructional leaders and staff will review disaggregated reading and writing data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups to determine the root cause as to why students may not have learned the concept, and create plans to reteach reading and writing.</p> <p>Strategy's Expected Result/Impact: Amanda Rochell Elementary will increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Amanda Rochell Elementary will address the needs of students with specific learning needs including Special Education students, Dyslexic students, 504 students, and English Learners.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Dyslexia teacher, Special Education teacher</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize the Fountas & Pinnell Leveled Literacy Intervention System (LLI) as an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult.</p> <p>Strategy's Expected Result/Impact: Advance the literacy learning of students not meeting grade-level expectations in reading</p> <p>RTI for students with learning gaps</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coaches LLI Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Title 1 Tutor - 211 - Title I Funds - \$5,000</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Amanda Rochell Elementary School will provide an academically engaging environment that ensures consistent instructional processes to increase student achievement and growth performance for all learners.

Performance Objective 4: By August 2024, Amanda Rochell Elementary will earn the following percentages for STAAR performance in science:





75% Approaches GL or Above

45% Meets GL of Above

30% Masters GL





Evaluation Data Sources: STAAR Science Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide high quality science instruction through student-centered classrooms where teachers, focusing on CER across all content areas.</p> <p>Strategy's Expected Result/Impact: Amanda Rochell Elementary will increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Administrators, District Curriculum Coordinator, Instructional Coaches, Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will model safe practices through all investigations.</p> <p>Strategy's Expected Result/Impact: Safe school environment</p> <p>Staff Responsible for Monitoring: Administrators, District Curriculum Coordinator, Instructional Coaches, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize science investigations that are hands-on, minds-on where students are developing their understanding of concepts in a collaborative environment.</p> <p>Strategy's Expected Result/Impact: Amanda Rochell Elementary will increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Campus Science Coordinator, Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Facilitate the use of the CER model to communicate scientific conclusions as appropriate to grade level.</p> <p>Strategy's Expected Result/Impact: Amanda Rochell Elementary will increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, District Science Coordinator, Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Identify all students not mastering Science TEKS objectives and provide appropriate intervention plans for each student.</p> <p>Strategy's Expected Result/Impact: Amanda Rochell Elementary will increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>RTI for students with learning gaps</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Support Staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus instructional leaders and staff will review disaggregated science data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups to determine the root cause as to why students may not have learned the concept, and create plans to reteach science.</p> <p>Strategy's Expected Result/Impact: Amanda Rochell Elementary will increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Address the needs of students with specific learning needs including Special Education students, Dyslexic students, 504 students, and English Language Learners.</p> <p>Staff Responsible for Monitoring: Administrators, District Curriculum Coordinator, ESL teacher, Special Education teacher, Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Amanda Rochell Elementary School will provide an academically engaging environment that ensures consistent instructional processes to increase student achievement and growth performance for all learners.





Performance Objective 5: All teachers at Amanda Rochell Elementary will improve the quality and relevance of their instruction and increase student learning by effectively integrating technology into the curriculum.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will design lessons using Chromebooks and Interactive Projectors as appropriate to grade levels. Strategy's Expected Result/Impact: Well-Rounded Education Staff Responsible for Monitoring: Instructional Technologists, Instructional Coaches, Administrators, Teaching Staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will meet with campus instructional technology specialists to help determine appropriate support for current lessons. Strategy's Expected Result/Impact: Well-Rounded and Differentiated Education Staff Responsible for Monitoring: Instructional Technologists, Principal, Grade Level Teams</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize innovative instructional resources by integrating technology in all classrooms. Strategy's Expected Result/Impact: Well-Rounded and Differentiated Education Staff Responsible for Monitoring: Instructional Technologists, Instructional Coaches, Administrators, Teaching Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Amanda Rochell Elementary School will provide an academically engaging environment that ensures consistent instructional processes to increase student achievement and growth performance for all learners.





Performance Objective 6: Amanda Rochell Elementary School will guarantee access for all students to a College and Career Readiness program.

Strategy 1 Details	Reviews			
<p>Strategy 1: College and career awareness will be promoted on STAR TV.</p> <p>Strategy's Expected Result/Impact: Increased college and career knowledge Staff Responsible for Monitoring: Counselor, Administrators, Teachers, STAR TV Sponsors</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students and staff will increase college awareness by promoting College Week.</p> <p>Strategy's Expected Result/Impact: Increase college awareness. Staff Responsible for Monitoring: Administrators, Counselor, Teachers, and Support Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students and staff will participate in, "My College Monday" every Monday.</p> <p>Strategy's Expected Result/Impact: Students will think about plans and goals for the future. Staff Responsible for Monitoring: Administrators, Counselor, Teachers, and Support Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will learn about a variety of careers and the type of higher education and/or college needed for different careers.</p> <p>Strategy's Expected Result/Impact: Students will understand different types of careers and the paths needed to choose the careers of interest. Staff Responsible for Monitoring: Counselor, Teaching Staff</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Parents and/or community members will be invited to discuss their careers and/or occupations.</p> <p>Strategy's Expected Result/Impact: Students will be aware of the colleges represented on campus and receive first hand knowledge of a variety of occupations.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Amanda Rochell Elementary School will provide an academically engaging environment that ensures consistent instructional processes to increase student achievement and growth performance for all learners.





Performance Objective 7: Classroom instruction will be differentiated to facilitate rigorous academic opportunities, so that all students develop critical thinking, inquiry, and collaboration skills, leading to higher levels of achievement and college/career readiness.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide academic enrichment opportunities through a variety of learning opportunities targeted at meeting the needs of high performing students.</p> <p>Strategy's Expected Result/Impact: Well-rounded and differentiated education for students.</p> <p>Staff Responsible for Monitoring: SAGE teachers, Administrators, Instructional Coaches</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: SAGE Teacher - 211 - Title I Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Amanda Rochell Elementary School will foster a safe and positive environment that recognizes, embraces, and celebrates our students to enhance citizenship, personal development, and academic growth.





Performance Objective 1: Create a safe, civil, positive, and productive school environment in which all students behave responsibly and exhibit high levels of motivation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students and staff will be recognized for exhibiting kindness, leadership, safety, respect, and responsibility. Strategy's Expected Result/Impact: Discipline Reduction, Recognition of Expectations Positive Culture</p> <p>Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values. Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff and students are taught, practice, and reinforce behavioral expectations (PBIS and CHAMPs) with a common language. Strategy's Expected Result/Impact: Discipline reduction Positive Behavior Support for students and staff Staff Responsible for Monitoring: All staff</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I Funds</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implementation of a district-wide program (Better Together) to proactively teach mental health and wellness skills to students.</p> <p>Strategy's Expected Result/Impact: Students will develop skills to manage their emotions.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continually communicate LEADer Guidelines for Success (Lead Others, Exhibit Respect, Always Stay Safe, and Display Responsibility) that describe skills, traits, and attitudes that students need to be successful in school and in life.</p> <p>Strategy's Expected Result/Impact: Lifelong traits that students will remember.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The Safe and Civil School CHAMPs program will be implemented by teachers to improve classroom behavior, establish clear classroom behavior expectations, reduce misbehavior, and increase academic engagement.</p> <p>Strategy's Expected Result/Impact: Establish a vision for their classrooms</p> <ul style="list-style-type: none"> Organize classrooms for student success Prepare for the first month of school Specify classroom behavioral expectations Motivate even the most uncooperative students Monitor and revise classroom behavioral plans Correct specific misbehavior <p>All staff and students understand a system of rewards and consequences, including restorative practices.</p> <p>Staff Responsible for Monitoring: Office Referrals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Amanda Rochell Elementary School will foster a safe and positive environment that recognizes, embraces, and celebrates our students to enhance citizenship, personal development, and academic growth.

Performance Objective 2: Classroom instruction and campus activities will reflect an understanding of and appreciation for diverse cultures.





Strategy 1 Details	Reviews			
<p>Strategy 1: Staff members will promote and deliver culturally diverse lessons and read alouds. Strategy's Expected Result/Impact: Understanding of and appreciation for diverse cultures. Staff Responsible for Monitoring: Counselor, Teachers, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided opportunities to participate in a variety of multicultural activities. Strategy's Expected Result/Impact: Increased cultural awareness Staff Responsible for Monitoring: ESL Teacher, Title 1 Coordinator, Parent Involvement Team, Counselor, Administrators, Teachers</p> <p>Title I: 2.5, 4.1 Funding Sources: - 211 - Title I Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Amanda Rochell Elementary will recognize and celebrate Hispanic Heritage Month, Black History Month, and Women's History Month. Strategy's Expected Result/Impact: Recognize the contributions of Hispanic and Latino Americans to the country's history, heritage, and culture.</p> <p>Celebrate African-American achievement.</p> <p>Celebrate women who have influenced history.</p> <p>Staff Responsible for Monitoring: Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Amanda Rochell Elementary School will foster a safe and positive environment that recognizes, embraces, and celebrates our students to enhance citizenship, personal development, and academic growth.

Performance Objective 3: Amanda Rochell Elementary School will build a partnership between home, school, and community in order to promote success for all students, encourage involvement, and promote high attendance rates for all students.





Strategy 1 Details	Reviews			
<p>Strategy 1: Create an inclusive and welcoming environment to engage all families in critical aspects of student learning by providing multiple opportunities for family and community involvement.</p> <p>Strategy's Expected Result/Impact: Establish relationships and increase family involvement.</p> <p>Increased community involvement, partnerships, and relationships.</p> <p>Events: Bilingual Night, Technology Night, Literacy Night, Art/Science Night, Taste of Rochell, Library Summer Reading Program</p> <p>Staff Responsible for Monitoring: Parent Involvement Team, Teachers, Administrators, Parents</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Title I Parent Education - 211 - Title I Funds - \$2,400</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Multiple communication strategies with families are integrated into teacher and leadership roles and responsibilities.</p> <p>Strategy's Expected Result/Impact: Establish relationships and increase parent involvement.</p> <p>Frequent and ongoing 2-way communication through the use of the School Website, Marquee, Social Media, Campus Rochell Reader Newsletter, Homeroom Newsletter, Remind, flyers, emails, and/or Skyward blasts.</p> <p>Staff Responsible for Monitoring: Parent Involvement Team, Teachers, Administrators, Parents</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue and implement co-curricular activities and clubs before, during, and after school to promote student involvement and leadership.</p> <p>Strategy's Expected Result/Impact: Student participation, Awards assembly</p> <p>Staff Responsible for Monitoring: Administrative team, teachers, counselor and parents</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct parent conferences to communicate academic progress and encourage parents to become partners in the education of their students.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement and knowledge.</p> <p>Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Teachers, Administrative team, counselor, parents</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Actively and intentionally provide support to students, parents, and staff to recognize signs of bullying and initiate intervention strategies immediately.</p> <p>Strategy's Expected Result/Impact: Schedule training, develop lesson plans, counselor's guidance lessons</p> <p>Staff Responsible for Monitoring: Administrative staff, counselors, teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide suggestions to parents regarding ways in which they can help their child/children at home.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and growth</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrators, Instructional Coaches, Teaching Staff</p> <p>Title I: 2.4, 2.6, 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Amanda Rochell Elementary School will foster a safe and positive environment that recognizes, embraces, and celebrates our students to enhance citizenship, personal development, and academic growth.

Performance Objective 4: Involve parents, community, and school representatives in the decision-making process in order to design and implement a successful campus plan.





Strategy 1 Details	Reviews			
<p>Strategy 1: Invite parents and community stakeholders to be members of Campus Improvement Committee. Strategy's Expected Result/Impact: Collaborative Decision Making Staff Responsible for Monitoring: Principal, Campus Improvement Committee Invites and Designees</p> <p>Title I: 2.6, 4.1, 4.2</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Family involvement opportunities such as family nights, parent conferences, Campus Improvement Committee, volunteers, etc. will be offered multiple times throughout the year. Strategy's Expected Result/Impact: Increased family and community involvement. Staff Responsible for Monitoring: Teachers, Counselor, Administrators, Instructional Coaches, Teaching Staff, CIC Members</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Amanda Rochell Elementary School will foster a safe and positive environment that recognizes, embraces, and celebrates our students to enhance citizenship, personal development, and academic growth.

Performance Objective 5: Rochell Elementary will increase its attendance rate from 93% to 97%.





Evaluation Data Sources: Attention to Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of a school-wide attendance incentive program including parent education about the importance of good attendance and its effects on student performance.</p> <p>Strategy's Expected Result/Impact: Reduction of student absenteeism. Increased knowledge of attendance policies and procedures.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Teachers, Assistant Principal, Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor Skyward attendance recording at 10:00 a.m.</p> <p>Strategy's Expected Result/Impact: Staff awareness and compliance concerning accurate accounting of attendance.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Teacher, Assistant Principal, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and administrators will meet to discuss students with chronic attendance and work habit issues.</p> <p>Strategy's Expected Result/Impact: Reduction in chronic absenteeism.</p> <p>Staff Responsible for Monitoring: Teacher, Assistant Principal, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Frequent communication between the homeroom teachers and parents concerning student absences.</p> <p>Strategy's Expected Result/Impact: Reduction of student absences.</p> <p>Staff Responsible for Monitoring: Teacher and Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Data systems utilized to track attendance and the data is regularly reviewed to identify trends and adapt accordingly.</p> <p>Strategy's Expected Result/Impact: Increased attendance</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Amanda Rochell Elementary will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and Other School-Based Activities.

Performance Objective 1: Deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.

Strategy 1 Details	Reviews			
Strategy 1: The campus will promote and integrate nutrition education facts throughout the school year. Strategy's Expected Result/Impact: Nutrition Education Staff Responsible for Monitoring: STAR TV Staff	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Amanda Rochell Elementary will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and Other School-Based Activities.

Performance Objective 2: Provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity. Permit the use of recreational facilities in accordance with District policy.

Strategy 1 Details	Reviews			
Strategy 1: Encourage at least 15 minutes of recess/brain breaks daily. Staff Responsible for Monitoring: Staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a campus physical activity program or event (walk/run, jump rope, etc.).	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	4	Provide opportunities for teachers to collaborate in grade level teams, vertical teams, campus PLCs, and district PLCs to address specific objectives following analysis of student assessment data.
1	2	4	Utilize Do the Math in Grades 1-6 as an intensive intervention curriculum to address the needs of those at risk for not meeting grade level academic standards.
1	3	6	Utilize the Fountas & Pinnell Leveled Literacy Intervention System (LLI) as an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult.
1	7	1	Provide academic enrichment opportunities through a variety of learning opportunities targeted at meeting the needs of high performing students.

State Compensatory

Budget for Amanda Rochell Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.7

Brief Description of SCE Services and/or Programs

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Personnel for Amanda Rochell Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Shaul	Interventionist	0
Jan Morris	Title 1 Interventionist	0.7
Laura Fox	Instructional Coach	1
Traci Tatom	Interventionist	0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Leigh Ann Wineberger	Title I SAGE	Title I	20%
Nitza Palermo	Bilingual Instructional Coach	Title 1	100%
Sharon Kruit	Title 1 Interventionist	Title I	.75%
Theresa Saavedra	Instructional Aide	Title 1	100%

Plan Notes

Campus Improvement Committee - Sept 25, 2018(Fall CIC)

I. CNA reviewed

Main focus this year will be the following based on the CNA:

II. CIP reviewed

Strategies that involve families highlighted

List the top 2 or 3 strategies that will be implemented as a result of your CNA

III. Family Involvement Activities

IV. Family Involvement Policy

Distributed 9/6 during Title 1 Parent Information Night and on our district website

Policy states how families can be involved in the school

A copy of the policy will be uploaded to the Title I Crate.

V. Home-School Compact

Will be reviewed with parents and signed at Title 1 Parent Information Night and Parent Conferences.

A sample compact will be upload to the Title I Crate.

Can keep all CIC notes, agendas in notes.

Campus Funding Summary

211 - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4	PLC Coaching Academy (Professional Development)		\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	2	2			\$0.00
1	2	4	Title 1 Tutor		\$5,000.00
1	3	4			\$0.00
1	3	6	Title 1 Tutor		\$5,000.00
1	7	1	SAGE Teacher		\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	2			\$0.00
2	3	1	Title I Parent Education		\$2,400.00
2	4	2			\$0.00
Sub-Total					\$12,400.00