

Ralls Independent School District

District Improvement Plan 2011-2012

MISSION

*Establishing a tradition of success,
While promoting the value of all.*



Approved by Board of Trustees—July 28, 2011



Ralls Independent School District

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Purpose of District Improvement Plan

The District Improvement Plan (DIP) is developed as a collaborative process from the District Improvement Team (DIT), district staff, and the Superintendent. This plan guides the district in effective district and campus improvement planning for establishing a school district of excellence both in academic programs and performance, as well as in financial and facility planning and district operations.

RISD defines improved student performance as meeting or exceeding state standards for all student groups in a district context that promotes excellence in all areas. Together, the Superintendent, along with district staff, teachers, other non-teaching staff, business representatives, parents, and community members:

- assess educational outcomes of all students
- establish performance objectives
- provide strategies and activities
- continuously monitor the components of the improvement plan to improve student performance for all students.

The long range goal of the District Improvement Plan (DIP) is to provide direction and concentrated focus for the district. At the campus level, the Campus Improvement Committee (CIC) develops the Campus Improvement Plan (CIP) that is linked to the goals and objectives of the DIP.

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RISD District Improvement Plan

2011-2012

Overview: Goals and Objectives

District Goal 1: Student Performance (All Populations)

Monitor student performance for all populations through data from the Academic Excellence Indicator System, (A.E.I.S.)

Performance Objective:

1.1 Monitor and increase passing rate and commended performance percentages on TAKS/TAKS-A/TAKS-M/STAAR for each student, special population and subject area listed below:

Special Populations:

Title I
E.S.L.
Migrant
Special Education
Gifted and Talented
At-Risk
Low Social-Economic
504
Dyslexia
Minority
CATE

Subject Areas:

Reading/English Language Arts
Writing
Math
Science
Social Studies

District Goal 2: Effective Communication

Use Effective communication to provide all stakeholders with data and research information to make sound, informed educational decisions.

Performance Objective:

2.1 Implement procedures to improve communication between campuses, faculty, parents, students, and community of RISD.

District Goal 3: Learning and Working Environment

Performance Objective:

- 3.1 Provide all students and staff with a safe learning environment focusing on positive behavior support strategies
- 3.2 Provide all students with a well balanced/aligned and effective instructional program
- 3.3 Prepare students residing in RISD to be life long learners
- 3.4 Prepare students completing graduation requirements at RISD for post-secondary education
- 3.5 Ensure accessibility by all students to technology based instruction and to adaptive/assistive devices, training, and support
- 3.6 Integrate technology into teaching and learning in all areas

District Goal 4: District Advancement

Performance Objective:

- 4.1 Provide services for special populations and meet the needs of these identified populations through compliance with state and local policies
- 4.2 Use Technology as a tool for teaching and learning for all students and staff.
- 4.3 Provide Facilities that create a positive school climate that enhances the opportunity of the learning process.
- 4.4 Provide data or research driven staff development opportunities which will enhance professional growth among district employees
- 4.5 Use available technology to provide educational services and information to parents and other community members
- 4.6 Provide access to relevant high-quality professional development and technical support

RISD District Improvement Plan 2011-2012

District Goal 1: Student Performance (All Populations)

Monitor student performance for all populations through data from the Academic Excellence Indicator System, (A.E.I.S.)

Performance Objective:

1.1 Monitor and increase passing rate and commended performance percentages on TAKS/STAAR for each student, special population and subject area listed below:

Special Populations:

Title I
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Migrant
Special Education
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At-Risk
Low Social-Economic
504
Dyslexia
Minority
CATE

Subject Areas:

Reading/English Language Arts
Writing
Math
Science
Social Studies

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
504	Provide services for students who may be eligible under Section 504	Administrators Dyslexia staff	Local, Title I	Daily	List of students served 504 Meeting Documentation	List of students served
All groups	Continue TAKS/STAAR study nights, disaggregation, tutorials, PASS Time, conferences with student/parent, integration throughout curriculum, (OEYP)	Campus Principals, Counselors and Staff	Function 23,31 Tutorials Summer School	August-May	TAKS test results, AEIS indicators, summer school roster	TAKS/STAAR test results, AEIS indicators, summer school roster
All groups	Continue Accelerated tutorials and a support system for students that did not pass TAKS/STAAR	Teachers, Counselors, Campus Principals	State Comp Ed Title I	August-May	TAKS/STAAR results, lesson plans Tier group rosters	TAKS/STAAR results, lesson plans Tier group rosters
All groups	Provide instruction that addresses the increased rigor of STAAR	Teachers		August-May	CSCOPE Assessments/Walkthroughs	TAKS/STAAR Results SAT/ACT Results

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
All groups	Provide effective, timely, additional assistance to students (including homeless students) who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas	Administrator Counselors Teachers Homeless Education Liaison	Title I, Part A, MEP, ESL, Title III, Local, SCE, Title II, Part A, Title II, D, Title IV, Title V	Each six weeks	Three week progress reports	Report Cards
All groups	Continue to monitor student progress and participation through AYP	Administrators, Counselors, Teachers	Local	Spring	AYP report disaggregation	AYP annual report results
All groups	Survey all new enrollees for special program placement	All Program Coordinators	Local	Ongoing	Interview/Records review	Eligibility determined/ Students placed as needed
All groups	Identify students eligible for programs according to district policies/procedures through an extended day, week, or year program	Administrators OEY Teachers	OEY	Spring / Summer	Report cards TAKS/STAAR results	List of eligible students
All groups	Conduct a pre-assessment and post-assessment of students to identify student strengths and weaknesses and evaluate the overall programs	OEY Teachers	OEY, Local	Spring, Summer	Pre-assessment test Benchmarks/TAKS/STAAR Results	Post assessment test/Spring/Summer TAKS/STAAR results
All groups	Address PBMI Indicators	Administrators	Local	Spring	Admin Agenda PBMAS Report	Strategies developed PBMAS Report
At-Risk	Continue to implement the policy for identifying, entering, and exiting students from the SCE program	Superintendent/Principal	Local	August	Meeting to develop policy	Local policy
At-Risk	Identify students at risk of dropping out of school using state criteria	Administrators, Counselor, Teachers/At-Risk Coordinator	SCE	End of 6 weeks, throughout school year as needed	At-risk criteria distributed/monitored	List of at-risk students identified
At-Risk	Serve PK-3 students who failed readiness test with accelerated, intensive program for early literacy	Elementary Principal	SCE, Local	August-May	Identified students failing readiness test placed in program	End of year TPRI results

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
All groups	Serve 7-12 grade students with below 70 avg. through Tutorials, extended day, or Enrichment (PASS Time).	High School Principal Middle School Principal	SCE, Local	Fall – May	Identified students placed in program	Report card grades End of year grades Completion rates
All groups	Ensure that all students with disabilities have access to the general curriculum	Administrator, Counselor, Special Education Director, Special Teachers, Regular Education Teachers	Special Education, Local, Title I, Part A	August-May	ARD/IEP	Student schedules
All groups	Ensure teachers/paraprofessionals have proper certification/endorsements	Administration SBDM	Local	Spring, Summer	Job Description	Teacher/Teacher assistants certificates on file
All groups	Evaluate campuses and AEP relating to accountability	Superintendent, High School Principal Asst. HS Principal	State Comp. Ed f Including REC	August	PEIMS data, student report cards, graduation from REC	PEIMS data, student report cards, graduation from REC
All groups	Chart attendance at all grades / Publicize and offer incentives for attendance at campus level.	Campus Principal, Attendance Clerk	Budgeted money for drawings at each six weeks, semester, year Function 11 - Newspaper page	August-May	TXEIS by six weeks, semester, and year.	Attendance reports in TXEIS by six weeks, semester, and year.
All groups	Attendance meetings to address excessive student absences	Campus Principal	None	August-May	Attendance report of students with more than state allowable absences.	Attendance report of students with more than state allowable absences.
At-Risk	Serve pregnant students and parents through parenting programs	HS Counselor	SCE	August-May	PRS Program outline/documentation and students placed in programs	High school completion rates
At-Risk	Serve LEP students through an accelerated program to acquire proficiency in the English language (tutorials, pull out as needed)	ESL Teachers Principals	ESL funds SCE and Local	August-May	Progress reports LPAC meetings	TELPAS, TAKS
At-Risk	Provide accelerated, intensive program for At-Risk students failing the TAKS/STAAR through tutoring, computer-assisted instruction, extended day, week, year, specialized reading/math classes	Principals	SCE	August – May	Progress reports Report card grades Benchmark tests	TAKS/STAAR/EOC, completion rate

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
At-Risk	Provide program for students in AEP, expelled, on parole, probation and previous drop-outs	Principals	SCE, Local	August – May	Disciplinary records Report card grades	TAKS/STAAR, completion rate, GED completion
At-Risk	Compile a report that compares TAKS data of students at risk of dropping out of school and all other district students	Counselors SCE staff	SCE, AEIS –It	May – August	Disaggregated data	SCE report
At-Risk	Compile a report that compares high school completion between students at risk of dropping out of school and all other district students	Counselors SCE staff	SCE, AEIS-It	May	Data collected	SCE report
Dyslexia	Provide teacher training on Dyslexia	Administrators/Dyslexia Staff		August	Staff Development Records	
Dyslexia	Identify students with dyslexia or a related disorder and provide appropriate instructional services	Administration, School Board, Dyslexia staff	Local	August (ongoing)	List of students eligible for services	List of students eligible for services
Dyslexia	Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties	Dyslexia staff	Local, Title I	August (ongoing)	Written procedures/Intervention meetings	Record of students identified/served
Dyslexia	Monitor student progress of Dyslexia Students	Dyslexia teachers	Local, Title I	Daily	Class schedules	Skill mastery/improvement
Dyslexia	Conduct a comprehensive needs assessment to determine students in program areas of strengths and weaknesses	Dyslexia teachers	Local, TPRI and other assessment test	August-September January-May	List of students identified	Disaggregated data
Dyslexia	Provide services for students according to their needs	Dyslexia Teachers	Comprehensive needs assessment	Daily	Report cards	Increase in test scores/classroom performance
ESL	Reduce the percentage of LEP exemptions on TAKS	LPAC		Ongoing	List of students exempted	Performance Based Monitoring (PBM)
Migrant	Identify and recruit eligible migrant children ages 3-21 through home visits, visibility in community, churches, grocery store, etc.	MEP staff	MEP funds, Local	Ongoing	Logs/Schedules	COE
Migrant	Remain current on NGS and TMSTPS ages 3-21 and attend training	MEP staff	MEP funds	Fall, Spring, Summer	Report dates, training scheduled	Daily/Weekly Schedule
Migrant	Provide MSC ages 3-21 to coordinate school programs and provide services for migrant families	MSC	MEP funds, Local	Daily	Daily schedule	Records of services provided

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
Migrant	Provide either a home-based or school-based early childhood education program age 3—Grade 2	Administrator MEP staff	Title I, Part A, SCE, Local, MEP	Weekly or daily	Checklists, Progress reports, report cards, TPRI	Annual Evaluation Report PK 3 Rosters
Migrant	Ensure graduation enhancement for grades 7-12 by compiling data, monitoring progress, and providing educational opportunities to meet student needs	MEP staff	Local MEP funds	Each semester	NGS records	Graduation rate of migrant students
Migrant	Provide secondary credit exchange and accrual grades 9-12 that cross references NGS educational data with official transcript to verify course credit for appropriate placement	MEP staff, Counselor	MEP funds, Local	As needed	NGS records, transcripts	Credits attained
Migrant	Conduct a comprehensive needs assessment of migrant student areas of strengths and weaknesses, including preschool students	Administrator, MEP staff	MEP funds, Title I, Part A, Local	April – August	Migrant student data disaggregated	Areas of strengths and weaknesses identified
Migrant	Provide services that are migrant specific i.e. tutorials, remediation, computer-assisted instruction, support services, etc., based on migrant student performance data	Administrator MEP staff	MEP funds, Title I, Part A, BE/ESL, Special Education, Local	Daily	List of students who have greatest need (Priority of Services Students)	TAKS/TELPAS/TPRI/STAAR, Checklist scores
Migrant	Provide a list of the migrant students who have needs of the highest priority and services being provided to students	MEP staff	MEP funds	August – September	MSC schedule	List of students
Migrant	Address PBM Indicator	Administrator	Local	Spring	Agenda	Written strategies developed
Migrant	Work with PEIMS staff to ensure accuracy of MEP student data	MCS/Administrators	MEP/Local	Monthly	PEIMS data verification reports	PEIMS reports
Migrant	Document federal, state, and local programs that serve Priority for Services students	Administrators MCS and staff	Local, federal/state program planning meetings	Monthly	Data, minutes, etc.	Increased migrant students performance

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
Migrant	Provide priority placement to Priority for Services students	MSC/ Administrators	Local	As needed	Student schedules	Increased migrant students performance
Migrant	Track the academic progress of students identified as Priority for Services	MSC	MEP	Each 6 weeks	MSC contact reports	Increased migrant students performance
Migrant	Make periodic home visits to update parents on academic progress	MSC	MEP	Fall / Spring	MSC log	Increased migrant students performance
Migrant	Ensure Priority for Services students receive priority access to social workers and community social services/agencies	MSC	MEP	As needed	Contacts	Services provided
Special Education	Reduce the number of special students taking TAKS/STAAR M	ARD Committee	Special Education funds	Ongoing	PBM	Reduced percentage
Special Education	Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses	Special Education Director, Special Education Teachers	TAKS, RPTE, TPRI, IEP's, STAAR	May – August	Disaggregated data	IEP/Needs identified
Special Education	Provide training to ARD Committee	Special Education Director ESC	ESC, Special Education funds	August	Training scheduled	Sign-in sheets
Special Education	Technology Items Purchased to assist Special Education Students	Special Education Director/Principals	ARRA Funds	August-May	Test Data	Increased Academic Performance of Special Education Students

District Goal 2: Effective Communication

Use Effective communication to provide all stakeholders with data and research information to make sound, informed educational decisions.

Performance Objective:

2.1 Implement procedures to improve communication between campuses, faculty, parents, students, and community of RISD.

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
All groups	Address PBM Indicators	Administrator	Local	Spring	Agenda	Written strategies developed
CATE	Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strength and weaknesses and determine the size, scope, quality, and effectiveness of programs	Administrators Counselor CATE staff	CATE funds	Spring	Disaggregated data	Annual evaluation report of all individual programs and the overall CATE program
CATE	Explore using local advisory council in an annual review and update of instructional objectives to ensure relevance to current business/industry practices	CATE staff Program Administrator	CATE funds Perkins funds	Fall Spring	End of year review of programs	Results of annual program review and update
CATE	Integrate CATE and academic programs	CATE staff Academic staff	Tech Prep	Ongoing	Meeting records Written plan for integration	Annual CATE program evaluation
All groups	Provide opportunities for parents students to participate in school-sponsored activities	Administrators CATE teachers Counselors	Perkins, Local, Title I, MEP, ESL funds	August – May	School calendar of parent involvement activities	Parent Sign-In sheets
All groups	Provide parent involvement activities that are planned by parents in order to increase parent involvement	Administrators Parent representatives SBDM	Title I, Part A, MEP, Local funds	August—May	Parent involvement activities scheduled on school calendar	Sign-in sheets at activities to determine increase/decrease
All groups	Conduct a preschool registration and/or round-up to assist children in the transition from early childhood programs to elementary school	Pre-K, Early Childhood Teachers	Title I, Part A, Local	Spring	Scheduled/Teacher lesson plans/list of activities and/or handouts	List of children/parents attending

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
All groups	Institute a telephone broadcast system that will enable school personnel to notify all households and parents by phone within minutes of an emergency or unplanned event that causes early dismissal, school cancellation or late start.	Administrators	Contract Services Education Service Center/School Reach	Ongoing—beginning Fall 2009	Feedback from parents and students.	School Reach Data and feedback and survey from parents
All groups	Coordinate federal, state, and local services and programs and integration with the school wide program	Administrator SBDM ESC	Title I, Part A, ESL, CATE, Dyslexia, Title II, Part A, Title II, Part D, Title III, Title IV, Title V, Title I, Part C, G/T, OEY, SCE, Local, Special Education	Fall	Agenda, minutes of meetings	List of programs by campus/district
All groups	Coordinate and integrate Title I, Part A services with other educational services such as preschool programs, LEP programs, special education programs, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program	Administrator SBDM	Title I, Part A, BE/ESL, Special Education, MEP, Title III	Fall	Lesson plans, schedules, agendas and minutes of planning meetings	List of programs by campus/district
All groups	Evaluate parent involvement program and include parents in the process	Principals	Evaluation document	Spring and Fall	Results of CNA	Adjustments made to program
All groups	Review parent involvement policy that is developed jointly, agreed upon, and distributed to parents	Administrator SBDM	Time	May	Meeting notifications, agendas, minutes, sign-in sheets, evaluation data of parent involvement	Sign-in sheets Agenda
All groups	Revise annually the School-Parent Compact and provide in English and Spanish	Administrator SBDM	Time	Spring	Agenda, minutes, draft of compact	Written compact
All groups	Provide parents information/communications in a format and language that parents can understand	Administration/Teachers	Title I, Part A, MEP, ESL	August – May	List of interpreters/translators	Copies of information/communications

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
All groups	Survey staff to determine staff development needs	Administrator	Local	Spring	Survey/CNA	Summary of survey/CNA
All groups	Identify four-year old students through communication to the population in the district with children who are eligible in both English and Spanish	Administration	Local	May-July	Newspapers, Letters, Notices posted, etc.	Copies of notices
All groups	Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school sponsored activities i.e., open house, UIL, parent booster clubs, etc.	Administrator SCE staff	Local, Title I, Part A	August – May	Parent Involvement calendar	Evaluation of parent involvement activities
All groups	Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school sponsored activities	Administrator, Special Education Director	Local, Special Education, Title I, Part A	Fall, Spring, Summer	Parent Involvement activity calendar	Sign-in sheets
All groups	Continue monthly meetings - District SBDM - Rep @ Board mtgs. - Designate a campus liaison to report SBDM minutes back to campus	Superintendent	Sub for classes, Time	August-June	Board meeting agenda and minutes, feedback from Board of Trustees	Board meeting agenda and minutes, feedback from Board of Trustees
All groups	Communicate lists of Special Pop. Students to all teachers: GT, LEP/ESL, Migrant, 504, At-Risk	Coordinators of special programs, Migrant, At Risk, Counselors	None Cost of Brochure	Sept.-May Update every six weeks	Lists on file in Principals office at each campus	Lists on file in Principals office at each campus
All groups	Communicate through Staff Development Program Overviews/Policies/Procedures - Dyslexia - SPED - Technology - GT - Migrant - ESL/LEP - 504 - Parent/Comm. Involvement - Behavior Intervention	Program Coordinators	None Staff Dev. Time 2 days 17 days	August-March	Sign-In Agendas at each campus	Sign-In Agendas at each campus

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
All groups	Progress reports sent home at 3 weeks and required to be signed and returned	Campus Principals Teachers	None	September-May	Sign in sheets, higher grades, better behavior	Sign in sheets, higher grades, better behavior
All groups	Use website and voice mail system, Parent Portal system to communicate	Campus Principals/ Teachers	Technology funds	August-May	Parent Portal letters/number of active accounts	Parent Portal letters/number of active accounts
All groups	Include a list of rewards/recognitions and requirements in each campus handbook	Campus Principals	Activity funds	August-May	Lists available in student handbook	Lists available in student handbook
All groups	Publish a list of resources/services available for parenting skills / special needs students	Parent Involvement Coordinator and Community and School Coordinator	Printing budget	August	Published lists available to parents/teachers	Published lists available to parents/teachers
All groups	Coordinate/monitor Volunteer Mentoring Services	Parent Involvement Coordinator		August-August	Registry, sign in, participation	Registry, sign in, participation
All groups	6th Grade Orientation	Principal Parent Involvement Coordinator	None	August	Parent sign in/Agenda	Parent Sign In
At-Risk	Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification	Principal	Local	Beginning of school	List developed	All teachers with list and supporting documentation
Dyslexia	Provide opportunities for parents of dyslexic students to participate in school-sponsored activities	Administrator Dyslexia Teachers Parental Involvement	Local	Fall / Spring	School calendar of parent involvement activities	Parent Sign-In sheets
ESL	Ensure that information to parents is provided in the home language (statement of translation)	Administrators BE/ESL Teachers LPAC	ESL, Title I, Title III, Local, and MEP funds	Ongoing	List of qualified translators	Copies of notices sent to parents
Migrant	Update migrant student list for PEIMS and other district personnel	MEP Coordinator	Local	Every 6 weeks	Student list	Student List

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
Migrant	Refer migrant families and students for educational support and support agencies	MEP Coordinator	Local	Every 6 weeks	Student list	Referrals made
Migrant	Provide a parent involvement program ages 3-21 including establishing a PAC, which meets regularly, to work in partnership with families and communicate regularly with children's parents and participates in school sponsored activities	MEP staff	MPE funds Local	August – May	Parent Involvement activity calendar	Agendas, minutes, sign-in sheets of meeting
Migrant	Make periodic home visits to update parents on academic progress	MSC	MEP	Fall / Spring	MSC log	Increased migrant students performance
Title I	Conduct an annual Title I meeting with parents in order to inform parents of their school's participation in Title I, Part A and to explain the requirements and rights of parents to be involved	Administration	Time	Fall	Meeting scheduled	Sign-in sheets Agenda
Title I	Provide parents information on the level of achievement of parent's child on TAKS and timely notice that the parent's child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified	Administrator	Title I, Part A	August-June	List of teachers not certified/Individual TAKS results and letter to parents	Copy of notice sent to parents
Title I	Host a Title I Parent Meeting "Back to School" night on each campus	Campus Principals/ teachers Staff / Principals	Campus Activity budget	Aug. 16, 2011	Sign in sheets, more parental involvement	
All groups	Information given regarding the One to One Lap Top Initiative—informative, regulations, opportunities.	Administrators/Teachers/ Technology Coordinator	Local/CIS	Fall	Sign in sheets	Computer Usage Agreements— Survey
All groups	Host a parent meeting regarding Internet Safety.	Administrators	Local	Fall	Sign in Sheets	Evaluation from meeting.

District Goal 3: Learning and Working Environment

Performance Objective:

- 3.1 Provide all students and staff with a safe learning environment focusing on positive behavior support strategies
- 3.2 Provide all students with a well balanced/aligned and effective instructional program
- 3.3 Prepare students residing in RISD to be life long learners
- 3.4 Prepare students completing graduation requirements at RISD for post-secondary education
- 3.5 Ensure accessibility by all students to technology based instruction and to adaptive/assistive devices, training, and support
- 3.6 Integrate technology into teaching and learning in all areas

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
All groups	Implement a District Wide aligned curriculum (CSCOPE) and academic plan	Superintendent, Principals, Director of Curriculum		Ongoing-beginning Fall of 2009	Lesson plans, benchmark results, staff development/workdays	TAKS results Academic Plan posted on website
	Continue to improve campus and district facilities	Superintendent, Business Manager Middle School Principal Elementary Principal	facility improvements	August-May	Board agenda and minutes, work order forms	
At-Risk Students	Continue Recovery Education Campus	REC Principal, Staff		School Year	Individual Graduation Plans Evaluated	Graduation Plans
All groups	Ensure that all students are provided with information to make them aware of dating violence and measures to prevent it.	Administrators, teachers, and counselor	Guidance Fund	August-May	Activities and resources throughout the school year/student handbooks	
All groups	Provide vocational and technical education programs to all eligible students	School Board Administration	CATE funds	August	Student Course Requests	Courses scheduled 4 year plans
All groups	Encourage students to pursue a coherent sequence of courses	Counselor	Perkins, SCE funds	Spring semester	Student Course Requests	Courses scheduled 4 year plans
All groups	Ensure CATE students have a four year plan showing the coherent sequence they are pursuing	Counselor		Spring/Fall	4 year plans monitored during course request sign-up	4 year plans on file for 9-12

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
All groups	Preview PBM data elements as they relate to CATE programs	Administrator, Counselor, SBDM Committee	Perkins funds	Spring semester	Risk Level Report	Student participation/schedules/ Class rosters
All groups	Provide course offerings in the following areas: Agriculture, business, home economics	Administration School Board	CATE funds Local funds	August	List of course offerings	Number of CATE students with four year plans on file with counselor
All groups	Strive to provide CATE programs that lead students to receiving professional-level license and/or certification	Administrators School Board	CATE, Perkins, Technology, Local funds	August - May	Research presentation of possible course offerings	Courses offered for licensing/ certification
All groups	Continue to provide Career Awareness programs in grades 7 to 12	Administrator Counselor	CATE, Perkins, Local funds	Spring	Schedule of programs	List of participating students/EXPLORE Roster
All groups	Ensure school wide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment such as: (One to One Computing, Computer Assisted Instruction, etc.)	Administrators Teachers SBDM	Title I, Part A, Title II Part A & D, Title IV, Title V, MEP, ESL, SCE, Local, Title III	Daily	Daily class schedules	Increased student scores TAKS/STAAR
All groups	Provide a Pre-K curriculum reflecting a balance of all areas of learning and encourages children to be actively involved and experience a variety of activities and materials	Pre-K Teachers	Local	Daily	Observation, Lesson plans	Summary of assessment instruments
All groups	Implement a Positive Behavior Support program <ul style="list-style-type: none"> - include program description handbook - provide staff development on PBS program 	Curriculum Coordinator, Campus Principals, Campus Counselors Teachers	Campus Budget PBS	August-May	Lesson Plans, walk throughs, and fewer discipline referrals, Sign in sheets for staff development/evaluation sheets/PBS Handbooks	Lesson Plans, walkthroughs, and fewer discipline referrals, Sign in sheets for staff development/evaluation sheets/PBS Handbooks
All groups	Schedule appropriate Safe & Drug Free Schools and Communities activities on each campus	SDFSC Director, Campus Principals, Counselors, SHAC	Campus budget for SDFSC, ESC Contract	August-May	Fewer discipline referrals, sign in sheets for training / staff and parents	Fewer discipline referrals, sign in sheets for training / staff and parents.

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
All groups	Continue to enforce violence prevention and intervention district wide (i.e. dating violence, bullying, suicide prevention, child abuse/neglect)	Crisis Coun., Campus Coun., Admin, Teachers, Principals, Crisis Comm.	State Corp. Ed, DFS Comp Ed., Local Funds	August-May August 16, 2010	Fewer discipline referrals/staff review of related policies/handbooks	Fewer discipline referrals/Staff Development Agendas/Handouts
All groups	Train staff members on classroom management/discipline strategies/Student Code of Conduct, Positive Behavior Support	Principals	Staff Development PBS Handbooks	August-May	Fewer discipline referrals, improved grades, attitudes, and environment/Agenda from trainings	Fewer discipline referrals, improved grades, attitudes, and environment
All groups	Utilize online curriculum delivery/resources	Superintendent, Technology Director, Principals	Staff Development Service Center	August-May		
All groups	Provide adequate supplies for technology use, including laptops.	Principals, Technology Director, Superintendent	ARRA Stimulus Funding	June-May	iRoom Logs	
All groups	Continue to promote Technology Application TEKS in all core subject areas at all grade levels through professional development, available resources, expectations and monitoring	Teachers, Principals, Technology Director		June-May	One to One Computing implementation/Technology course at RMS	One to One Computing implementation/8 th grade Technology Assessment
All groups	Provide One-One Computer training for students.	Apple Contract, Teachers, Administrators, Technology Director	ARRA Stimulus Funding and LOCAL Funding	August-May	One to One Computing implementation	One to One Computing implementation
All groups	School Pride & Spirit - conduct Daily Pledge to National and State Flag - Learn school song PK-12 -PRIDE Rally expectations	Counselor Campus Principal and all staff Campus principal and all staff Ath. Director, Coaches, teachers, Campus Principals	None	August-May	PRIDE Rosters/Failure Lists/Discipline Referral reports	Six Weeks PRIDE Rosters
All groups	Integrate teaching strategies to stress positive character traits including citizenship	Teachers, Counselors	PBS Handbooks	August-May	Fewer discipline referrals, improved attendance	Fewer discipline referrals, improved attendance

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
All groups	To increase the number of graduating seniors who enroll in higher education	Principals, Counselors, Teachers/College and Career Coach	HB 400 Plan	August-August	Tracking System--THECB	Tracking System--THECB
All groups	Inform students as 7th graders of benefits of commended performance on TAKS/STAAR & high scores on ACT/SAT for TASP exemption	High School Counselor and College Coach	Function 31	August-May	TAKS/STAAR scores, SAT/ACT scores, class meetings	
All groups	Students to accept the challenge of recommended HS track	High School Counselor and College Coach	Function 31	August-May	Schedules, 4 year plans	AEIS Report/RHS Graduates
All groups	Inform students and parents of the advantages of taking AP/CLEP tests for college credit. Also notification of entry to any state university if in the top 10% of the graduating class, financial aid (TEXAS, Teach for Texas grants), and notification of higher education admission requirements.	High School Counselor and College Coach	Function 31	August-May	Taking AP exams, number of students, letters/parent meetings	AEIS/PEIMS Data showing AP course completions
All groups	Integrate distance learning/ITV/Course Offering/VSN and STATE U	Curriculum Director, High School Counselor, Campus Principals	Function 13, 23 Function 11	August-May	Course offerings, Master Schedules	Number of students graduating with college credit hours
All groups	Continue to offer dual credit/college credit courses	Curriculum Director, High School Counselor, Campus Principals	Function 13, 23 Function 11	August-May	Course offerings, Master Schedules	Number of students graduating with college credit hours

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
All groups	Offer web based/online courses via STATE U/VSN/SPC	Curriculum Director, High School Counselor, Campus Principals	Function 13, 23 Function 11-	August-May	Course offerings, Master Schedules	Course completions
All groups	Offer 8th grade students some high school credit courses	High School Counselor, Middle School and High School Principal		August-May	Course offerings, Master Schedules	Course completions
Dyslexia	Annually align SBOE approved procedures and district/campus procedures	Dyslexia staff	Local time	August	Draft of written procedures	Written procedures adopted
Dyslexia	Provide research based staff development for teachers of dyslexia students that uses individualized intensive, multi-sensor, and phonetic methods to teach reading with input from staff	Administrator	Local	Summer	Training scheduled	Attendance certificates
Dyslexia	Provide, when possible, services to students at his/her campus	Administrator Dyslexia staff	Local, Title I	Daily	Class schedules	
Dyslexia	Individual campuses will follow the District Dyslexia Plan as adopted by the local school board	Dyslexia Coordinator	Function 11	August-May	Service record, IEP, TAKS scores, Dyslexia Plan	
ESL	Provide opportunities for parents of BE/ESL students to participate in school-sponsored activities	Administrators, Teachers, LPAC members, SBDM committee, Parental involvement	Local, ESL, MEP, Title I, CATE, and Special Education fund	Fall/Spring	School calendar of parent involvement activities	
Gifted and Talented	Provide an advanced and challenging curriculum to all G/T students in all grades	G/T staff	Local, G/T funds, ESC	August – May	CSCOPE Lesson plans	Student projects/Student scores TAKS/SAT/ACT
Gifted and Talented	Provide consistent service for GT students in 4 core areas: - Review literature addressing GT needs - All staff certified in GT - clarify and exit policy furlough - monitor certification status (30 hrs) - Public Presentation of projects - each staff obtain 6 hour GT update	Campus Principals and all staff GT Coordinator Superintendent, Campus Principals GT Coordinator, Teachers Administrative Secretary	Function 11 Supplement Personnel Files Travel Each Campus Budget Sub pay	August-May Spring	Checklist in permanent records, GT Advertisement, PDAS portfolio Parent survey	Checklist in permanent records, GT Advertisement, PDAS portfolio Parent survey

District Goal 4: District Advancement

Performance Objective:

- 4.1 Provide services for special populations and meet the needs of these identified populations through compliance with state and local policies
- 4.2 Use Technology as a tool for teaching and learning for all students and staff.
- 4.3 Provide Facilities that create a positive school climate that enhances the opportunity of the learning process.
- 4.4 Provide data or research driven staff development opportunities which will enhance professional growth among district employees
- 4.5 Use available technology to provide educational services and information to parents and other community members
- 4.6 Provide access to relevant high-quality professional development and technical support

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
All groups	Continue to recruit and retain highly qualified CATE staff including minorities	Administration SBDM	CATE funds Local funds	Spring semester/ Summer	Positions posted	Fully certified staff hired
All groups	Ensure that information to parents is provided in the home language (statement for translation services on important documents)	Administrators CATE teachers		August – May	List of translators/Information statement on parent documents	Copies of notices sent to parents/information statement on parent documents
All groups	Provide transition activities for middle school to high school to work or to post secondary education	Counselor	Perkins, Local funds	Spring	Lesson plans/Orientation Agendas	List of students participating/Orientation Agendas-Documentation
All groups	Ensure instruction of all students of highly qualified staff/complete highly qualified forms for each teacher	Administrators	Title I, Part A, Title II Part A, Title II, Part D Title IV, Title V, MEP, ESL, Local, SCE, Title III	Daily	List of teachers providing services/HQ Notebook Review	Teacher Certificates/HQ Notebook Documentation
All groups	Provide research based staff development for professional staff and paraprofessionals	Administrators Teachers, ESC	Title I, Part A, Title II Part A, Title II, Part D Title IV, Title V, MEP, ESL, Local, SCE, Title III	Fall/Spring	Staff development calendars	Attendance Certificates

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
All groups	Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers to high needs schools	Administrators	Local	Spring/Summer	Course vacancy list	Highly qualified staff hiring
All groups	Provide staff development to teachers, administrators, other staff members and parents in order to collaborate and plan program goals and objectives for staff development that will build ties between parents and school	Administrator	Time	May, August	Agenda, minutes, handouts from planning meetings	Staff development calendar
All groups	Address PBMAS Indicators	Administrator	Local	Spring	PBMAS report	Strategies written
All groups	Ensure that all teachers/paraprofessionals teach in the program have the proper certification and/or endorsements	Administration	Local, Title I, Part A, Title II, Part A	August	Interview process	Teacher Certificates
All groups	Provide research based staff development for professional/paraprofessional staff with input from staff	Administration ESC	Local, Title I, Part A, Title II, Part A	Fall, Spring, Summer	Survey, staff development calendar	Attendance Certificates
All groups	Provide activities i.e. registration day, roundup, classroom/campus visitation, to ensure a smooth transition for children into the public school	Pre-K Teacher	Local, Title I, Part A	Spring	Activities scheduled Notification, agenda, handouts	Observation
All groups	Conduct a comprehensive needs assessment which includes but is not limited to TAKS/STAAR, dropout rate, TELPAS, to identify areas to accelerate	Counselors, Teachers, Site based teams	Local, Title I, Part A, SCE	May or August	Data disaggregated for at-risk students	Results of comprehensive needs assessment/Summary

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
All groups	Present staff development on the value of parent involvement & communication	Superintendent / Parent involvement coordinator		August 16, 2010	Agenda and sign in sheet for district meeting	
All groups	Continue to offer 3 Year Old Pre-K program 5 days a week ½ day.	Parent Involvement Coordinator, Parent Volunteers	Regular budget Local Funds Stipends totaling	August-May	TAKS scores, TPRI, Bracken, enrollment lists	
All groups	Transition to Elem. to Middle School / Camp RMS	Middle School Principal/Counselor/Teachers	Function 11 Camp RMS Cost	May-August	TAKS scores, enrollment lists	CAMP RMS Agenda/Attendance documentation
All groups	Transition from RMS to RHS /4 year plan	High School Counselor		May-May	Individual students 4 year plan completed.	Course Request Agenda/4 year Plan
All groups	Continue to offer open enrollment in 4 year old pre-kindergarten	Superintendent, Elementary principal	Regular budget	May-May	Enrollment lists, PEIMS data	PEIMS data
All groups	Provide Child - Find/ Homeless Services	Homeless Coordinator		August-May	Child find coordinator identified	

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
At-Risk	Secondary Campus will use designated funds to serve identified pregnant/postpartum students/parents through PRS.	Secondary Campus Counselor, School Nurse	Local	August-May	PRS folder/ documentation, PEIMS records	Agenda and sign in sheet for district meeting
Dyslexia	Ensure teachers of dyslexic students have proper certification and/or endorsements	Administrator	Local, Title I, Part A Title II, Part A, ESC training	Spring Summer	List of teachers providing services	Teaching certificates
ESL	Identify and provide all LEP Students a BE/ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language	ESL certified teachers	ESL, Title I, local, and Title III funds, SCE (ESL/ESC Coop)	Beginning of each school year/as new student is enrolled	Home Language Survey List of ESL students	RPTE Scores TAKS Scores
ESL	Conduct a comprehensive needs assessment of all BE/ESL students to determine strengths and weaknesses	Administrator	TAKS, RPTE, LPAC Records, AEIS-It, TELPAS	September and/or May	Disaggregated scores of students CNA, TELPAS Board Report	Written annual evaluation of BE/ESL program CNA, TELPAS Board Report
ESL	Continue to have no parent denials for BE/ESL program	Administrators LPAC		As needed	Conference with parents	List of students with denials
ESL	Ensure that LEP students are not over represented in special education or under represented in G/T education	Administrators BE/ESL teachers LPAC		Fall/Spring	List of identified/recommended students in either program	PBMAS

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
ESL	Continue to recruit and retain highly qualified BE/ESL staff including minorities	Administrators SBDM	Local funds ESL funds	Spring semester/ Summer	Positions posted	Fully certified staff hired
Gifted and Talented	Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer student, appeals of district decisions regarding program placement	Administration, G/T Staff, G/T Selection Committee	Local	May – August	Agendas, Minutes, sign-in sheets	Written policies, handbooks
Gifted and Talented	Continue an annual student nomination process with particular focus on BE/ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements	Administrator Teacher G/T Selection Committee	Local	August – May	Training of staff on G/T characteristics	List and records of student nominations
Gifted and Talented	Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment	G/T Staff G/T Selection Committee	Local, G/T funds	Fall, Spring	List of students to be tested	List of tests for students with language other than English/Non-verbal tests
Gifted and Talented	Ensure a minimum of three appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields in grades 3-12	G/T Selection Committee G/T staff	Local, G/T funds, ESC	Spring	Planning meetings scheduled	Three criteria in place
Gifted and Talented	Continue to provide opportunities for all professional staff to obtain 30 hours of G/T training	Administration	Local, Title V, G/T funds	Fall, Spring, Summer	Staff development calendar	Attendance Certificates
Gifted and Talented	Ensure all teachers who teach in the G/T program have the proper certification and/or endorsements	Administrator	Local, G/T funds	April – August	Interviews	Teacher Certificates
Gifted and Talented	Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. annual meeting, UIL activities, etc.	Administrator G/T staff Parental Involvement Coord.	Local	August – May	Parent Involvement calendar	Sign-in sheets, Surveys

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
Gifted and Talented	Continue individual and campus staff development for comp time. 3 Curriculum, 2 days technology, 6 hours GT Training	Curriculum Director, Individual Staff, Dist. SBDM	Local	June-August	Needs assessment/rubric documentation folder/evaluation/ Profiler	Needs assessment/rubric documentation folder/ evaluation/ Profiler
Migrant	Name a district contact person to coordinate the identification and recruitment of migrant students	Administration	Local	August	Observation	Person named
Migrant	Train MEP coordinator in identification and recruitment	ESC	Local	Ongoing as needed	Training schedule	Certificate from training
Migrant	Complete COEs and send to ESC	MEP Coordinator	Local	Ongoing	COE completed	NGS data bank
Migrant	Maintain a log of activities	MEP Coordinator	Local	Ongoing	Log entries	Log entries
Migrant	Ensure that transportation is provided to Migrant students and families in purchasing school supplies, clothing, and serving students throughout the school year(recruitment, doctor and dental visits, instructional needs, and transport parents to and from school events)	Business Manager/ MEP Coordinator	Migrant and Local Funds	Ongoing	Log of activity	Survey to determine satisfaction
Special Education	Provide training to teachers regarding modifying the curriculum for students with disabilities	Special Education Director, ESC	Special Education, Local	August, ongoing as needed	Agenda	Sign-in sheets

Special Program	Strategy/Activities	Persons Responsible	Resource	Timeline	Formative Evaluation	Summative Evaluation
Special Education	Provide staff development on SPED - ARD process -new staff Behavior Intervention and CPI Training	Dist. SBDM, Campus Principals, SPED Teachers	ESL Contract, Special Education	August	Agenda, sign in sheets at each campus	Agenda, sign in sheets at each campus
Special Education	Continue accountability standards for SPED - scores – TAKS/STAAR test participants	Campus principals, SPED teachers	Function 23	August-May	ARD minutes of individual students	Spec Ed TAKS/STAAR performance and participation
All groups	Promote usage of the school's existing web page as an information source in the community	Technology Director, Web Mastering Instructor/Class, Teachers		August-May	Publish in Back to School Guide	Increased page hits
All groups	Explore available courses through the ITV network that would be of interest to the community members and determine procedures for offering these	Superintendent, Technology Director, Counselor		August-August		
	Utilize grant and local funding to send teachers to technology conferences	Superintendent, Business Manager, Principals		June-August	List of teachers attending conference	Teacher presentations on session attended
	Plan professional development based on demonstrated needs in meeting SBEC standards for teachers	Superintendent, Technology Director, Principals		June-August	Walkthrough documentation	Walkthrough/PDAS scores
	Provide technology training/orientation to new staff members to familiarize them with what is available and expected fo technology usage in the district	Principals, Technology Director		June-August	Agenda from training	Technology implemented in classrooms/walkthrough documentation/PDAS scores
	Utilize CIS program to enhance mentoring, afterschool workshops, tutoring, and monitoring of student progress			August-June	CIS six weeks reports	Improved student achievement, decreased failure and dropout rate

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Federal, State, and Local Funding Sources

Campus:

District: Ralls ISD

The funding sources noted in the table below are utilized to achieve the performance goals and objectives for 2008-2009 as referenced in our campus improvement plan.

Ralls ISD has a free-reduced lunch rate of at least 40% that combines federal funds with SCE funds to serve at-risk students on each schoolwide campus.

Funding Source	Campus Allocation	Funding Source	Campus Allocation
Title I, Part A		Accelerated Reading Instruction	
Title I, Part C		Accelerated Math Instruction	
Title I, Part D		Gifted and Talented	
Title II, Part A		Special Education	
Title II, Part D		Bilingual / ESL	
Title III		Reading First	
Title IV		Local Funds	
Title V		Technology	
Title VI			
ARRA Stimulus Funding			
Carl Perkins Funds			
State CTE Funds		TOTAL	
State Compensatory Education			

Appendices B
Academic Excellence Indicator System

Appendices C
NCLB Highly Qualified Plan

As of February 2011, Ralls ISD Staff was 100% Highly Qualified.

For the 2011-2012 school year, Ralls ISD will be 100% Highly Qualified.

Appendices D
District Parental Involvement Policy

Appendices E
District Academic Plan

Appendices G District/Campus Needs Assessments

Comprehensive Needs Assessment

Ralls Elementary School

Ralls Elementary Staff conducted a Comprehensive Needs Assessment analyzing the areas of demographics, student achievement, school culture and climate, staff quality, recruitment, and retention, curriculum, instruction and assessment, family and community involvement and technology. The staff divided into committees and closely examined the above listed areas. The staff utilized many data sources including the Academic Excellence Indicator system, Texas Primary Reading Inventory, the 2010 School Report Card, TAKS Student Reports, parent surveys, interviews with principal, student lists, parent involvement staff, migrant staff, and technology director. The purpose of the needs assessment is to identify areas of strengths and weakness. The areas of weakness, which are identified, will be addresses in the 2011-2012 Campus Improvement Plan.

Demographics

Ralls Elementary has a current enrollment of 316 students. The campus enrollment has held steady for two years. The campus has a current population of 242 Economically Disadvantaged students, 5 Limited English Proficient students, and 151 students that are At Risk. The largest at-risk population is currently in 4th grade. The campus has a mobility rate of 17.5%. The largest achievement gaps seem to be between the economically disadvantaged and the non-economically disadvantaged students. This is an area that continues to be addressed instructionally.

Student Achievement

The committee reviewed TPRI, TAKS and ITBS data. The committee found that while student intervention programs are in place, they are not having a positive impact on student achievement. The findings also indicate that intervention needs to be addressed in staff development. While the campus is strong in technology and fairly adequate in resources, there was concern about students being promoted without mastering all TEKS. Findings also indicate that students who do not have a strong foundation in Reading are struggling as they get to the TAKS tested grade levels.

School Culture and Climate

The committee reviewed staff and student feelings and attitudes. Overall the feeling is that students and staff are happy and safe in the current environment.

Teacher Qualification and Certifications

While Ralls Elementary Staff is 100% Highly Qualified, the committee feels that a stronger teacher mentor program would be very beneficial. The committee found that the staff has a voice in professional development and in areas of improving the campus. The committee also found that there is follow-up regarding professional development. One area of need is to base professional development on student achievement data.

Curriculum, Instruction, and Assessment

The committee found that instruction is vertically aligned throughout the campus. C-Scope has provided this alignment and is completely lined up with the Texas Essential Knowledge and Skills. The committee did find that the campus needs more materials, training and support to completely implement the curriculum. The committee also found that teachers need more supplemental materials for students that are working below grade level.

Family and Community Involvement

The committee found that the Migrant Program offered good opportunities for parental involvement. The committee also found that while many opportunities exist throughout the year for parental involvement (muffins for moms, music programs, back to school night and The Edge) the campus would benefit from providing more opportunities. The committee found that the campus would benefit from a Parent Teacher Organization, parent boundaries put into place and more staff that speak Spanish in order to facilitate communication.

School Context and Organization

The committee found that while some areas of student performance have gone down, there are opportunities for student intervention being utilized. The committee found that teachers have a voice in campus decision making through the Campus and District Site Base Teams but it would be very beneficial if parents and even students could be involved. According to a parent survey, the parents are overall very happy with the campus but they were concerned that the students' belongings were not always safe. The committee found the main area of need is smoother communication across all areas.

Technology

The committee reviewed several data sources including teacher opinions, interviews with the technology director, classroom inventories, Star Chart, and School Board Goals. The committee found that the campus is strong in technology and support, and that quality staff development is provided. The committee found that the campus would benefit from more training, more time to incorporate training, more incorporation of technology in all classrooms and grades, and more Mac Notebooks available for student use. According to the committee findings, the teachers would greatly benefit from a full time technology specialist or instructional technologist for assistance in helping teachers to fully integrate technology into all core subjects. This would allow more technology to be integrated into the classroom. The campus would also greatly benefit by adding additional printers in order to facilitate student work being printed.

Comprehensive Needs Assessment **Ralls Middle School**

Ralls Middle School conducted a Comprehensive Needs Assessment (CAN) for the 2010-2011 school year. Data was collected in the following areas and evaluated to determine strengths and weaknesses of academic programs within the campus.

Demographics

Ralls Middle School has a current enrollment of 120 students. Enrollment has increased by 7 students from the 2009-2010 school year.

- RMS enrollment is:
 - 73% Hispanic
 - 21% White
 - 4% African American
 - 90 (78.9%) Economically Disadvantaged
 - 9 Migrant students
 - 50 At-Risk students
 - 9 Gifted and Talented students
 - 16 Special Education students

Student Achievement

AEIS, AYP, TAKS, Benchmarks, and Eduphoria data was reviewed for the 2010-2011 school year. Overall, RMS was Academically Acceptable in all areas and subgroups with the help of Texas Projection Measure (TPM). Without TPM, RMS would have been an Academically Unacceptable campus due to the 8th Grade Science scores. With this information, more structured tutorials and intervention time was provided to students. Also, the Science teacher conducted an all day Science Camp to help provided needed remediation right before with Science TAKS test was given. A district wide curriculum (focusing on TEKS based instruction) and benchmarking process has been implemented and needs to continue. Student Intervention Team (SIT) meetings were held on a more regular basis in order to identify struggling students and gather information and organize resources for intervention. Some of our 8th grade students are allowed to take Algebra I, Spanish I, Health, and Professional Communication for high school credit. An area that needs to be addressed at the middle school is how to provide resources (computer programs, etc.) to help struggling students improve in their areas of weaknesses.

School Culture and Climate

Reviewing the current Safety Audit Report, it was determined that the students and teachers feel the climate at RMS is satisfactory, and due to the recent renovations, they feel a sense of pride. Staff and students feel safe and expectations are enforced. Incorporating the use of Ralls Middle School POWER has improved the campus environment as well as student achievement. Also the district implemented the PRIDE program. This program has unified the district and given a valuable instrument to reward students for their hard work. It is a community event and has gained popularity with all stakeholders.

Staff Quality, Recruitment, and Retention

Ralls Middle School has 1 campus administrator, 8 classroom teachers, 1 special education teacher, 1 special education paraprofessional, and 2 paraprofessionals to serve approximately 120 6th-8th grade students. New staff are assigned a mentor teacher and provided with new teacher orientation. The staff of Ralls Middle School is required to be Gifted and Talented certified to better serve our small population of GT students. The staff is also encouraged to receive their ESL certification to better impact our ESL students. Campus Administrator attends University and Service Center job fairs annually to recruit highly qualified candidates. Five compensated days are used in the summer for staff development and scheduled as holidays throughout the school year. In addition, 6 early release days are allotted at the end of each six weeks for staff development and workdays. Teachers are encouraged and permitted to attend various workshops

and conferences throughout the year in order to stay current on educational practices. Administrators use the 360 Program for classroom observations and instant feedback for improving classroom instruction to impact student achievement and help teachers develop quality-teaching practices. Previous staff development has focused on district needs for implementation of CSCOPE curriculum, technology, and Gifted and Talented updates. It has been determined that campus day(s) need to focus on further integration of CSCOPE, technology utilization, Eduphoria/AWARE, and classroom management techniques.

Curriculum, Instruction, and Assessment

With the implementation of CSCOPE district wide, instruction is vertically aligned within the campus and across the district. CSCOPE lessons are designed to teach critical thinking and problem solving skills. Assessments are aligned with the TEKS, but students perceive assessments as difficult and challenging. However, in order to be prepared for TAKS and upcoming STAAR tests, assessments need to be more rigorous and instruction needs to prepare students for those rigorous exams. For this reason, weak areas in instruction have been identified and are being addressed through a CSCOPE facilitator and staff development. Continued extensive CSCOPE training is a need for RMS.

Family and Community Involvement

All families are encouraged to provide input to the teachers and staff; ask questions concerning their child's education. The majority of parents do attend activities involving their student, but hesitate to get involved due to a lack of communication skills. At least 75% of RMS student households qualify as economically disadvantaged, this fosters several barriers in the educational process. Every effort is made to contact parents for grade and behavior concerns. This year students at RMS were able to earn POWER tickets for behavior that was above and beyond the expected. When a student brought a ticket to the office, the office would contact parents, either by a phone call or a postcard. The implementation of "Two Notes" each six weeks was key in getting parents involved positively with the school. Generally, parents are very supportive and receptive to school contact. RMS should continue to improve the level of parent communication and involvement.

School Context and Organization

Looking at calendar surveys, district improvement minutes, campus improvement minutes, admin agendas, intervention list, master schedule and parent surveys reflect that Ralls Middle School has an active role and voice in district and campus decision-making. The campus master schedule was completely revamped from the previous year and will continue to be scrutinized to provide optimal time for student achievement. Since the middle school and high school share so many teachers and to help build cohesiveness, the middle school implemented TEAM on Friday afternoons. During this time students that have had tardies, unexcused absences, office referrals, missing work, or class average below 75% are provided to time to make corrections. The other students are rewarded an enrichment time. Overall, community and student perception of the campus is good, but RMS will strive to continue and improve all aspects of the educational processes of the campus. Overall, students and staff know what is expected but communication between all parties will continue to be a focus for the 2011-2012 school year.

Technology

The technology pieces are in place, the utilization for learning purposes is still lacking. Some staff make good use of the available technology for content delivery, but there is still more that could be done in a way of creation by students. Engagement with and integration of technology is in great need. Further staff development coupled with greater accountability for utilizing might help bring this about. As far as infrastructure, each teacher is provided a Mac Laptop; there is a need to update printers (5-7 years old and in frequent need of repair). 2 of the 3 labs are at least 4 years old. The Apple Mobile Lab is a student and staff favorite, and gets fought over daily.

Comprehensive Needs Assessment

Ralls High School

Demographics

Ralls HS had an enrollment of 126 students.

-78% Hispanic

-22% White

-73% Economically Disadvantaged

-5 Migrant

-71 At-Risk

-12 Gifted and Talented

-21 Special Education

Student Achievement

-AEIS, AYP, TAKS, Benchmarks and Eduphoria data was reviewed for this school year. Based a preliminary numbers Ralls HS is Academically Acceptable in all areas and subgroups. Ralls HS appears to have not met AYP in Math as our 10th graders were at 72%, to meet AYP 75% of the students should needed to meet the standard.

Increased student performance in Math and Science is essential. The use of tutorials (PASS Time) has allowed teachers to spend time working with struggling students. There is a need to use this time more for intervention instead of making up work. Continuing after school tutorials will also help increase achievement in these areas. The Eduphoria program allows teachers to disaggregate student achievement data. More time needs to be spent at the teacher level going over this data and using it to drive instruction. The continued use of CSCOPE provides teachers and students with an aligned curriculum that will address that all students are receiving an equal opportunity at success. Both teachers and administrators need to put an emphasis on high achievement scores so the number of college ready graduates will continue to increase.

School Culture and Climate

-Ralls ISD has implemented the PRIDE program. This program has unified the district and given a valuable instrument to reward students for their hard work. It is a community event and has gained popularity with all stakeholders.

The Climate and Culture of the school seems to be mostly positive. Teacher input is welcome in the decisions made at RHS. In visiting with student's the majority feel that the school is a welcoming place and has the best interest of the kids in mind. The students of Ralls HS welcome new students and make them feel welcome. Discipline at Ralls HS is not a major issue. The majority of our discipline comes from minor things like tardies. We have had no major discipline like weapons or gangs. Students feel safe at school. Expectations for behavior and grades are high at RHS. We have a large number of students who are involved in extracurricular activities. These students are not seen in the office for discipline issues and tend to be the leaders of the school.

Staff Quality, Recruitment and Retention

-RHS has 2 administrators, 19 teachers and 4 paraprofessionals to serve the students. RHS will have a 1 new teacher on staff this year helping with Special Education. We require all core area teachers to be GT certified. Administrators attend job fairs annually to recruit highly qualified candidates. All staff members are required to attend 5 staff development days during the summer and are encouraged to attend workshops during the school year. Administrators focus on quality instruction by conducting multiple walkthroughs during the year. This year's staff development will focus on the pending EOC tests as well as data desegregation and classroom management.

The teachers at Ralls HS are all highly qualified and certified in their content area. In an attempt to help recruit and hold onto quality teachers the district has increased pay in high need areas such as science and math and continues to try and find new incentives to be at Ralls. In an attempt to improve instruction at Ralls HS we use the PDAS evaluation system and have added the 360 walkthrough program this year as a way to quickly and efficiently provide feedback to the teachers. The development of a more effective mentoring program is needed for our new teachers. This will provide the teachers with the support they need as they adjust to Ralls HS. There is a need to get our most effective teachers with our most struggling kids. The implementation of technology is high priority at Ralls and key to the success of our students. We are waiting on testing data to see if the technology has had an impact on scores.

Curriculum, Instruction and Assessment

-Ralls HS is using two major programs this year, the CSCOPE curriculum and the 1-1 computer initiative. One of the major goals of these two programs is to increase scores on the TAKS tests. One major need is training for our teachers on how to incorporate more technology into the CSCOPE lessons provided. Some areas of concern for the teachers is the need for more printers in the building, as CSCOPE requires a lot of printing. They would like to see more TAKS based questions and see more content for AP/Honors classes. The teachers feel that as they become more familiar with the program the easier and more effective it will be. CSCOPE has made our instruction vertically aligned across the district. In order to be prepared for the TAKS and upcoming STARR tests, assessments need to be more rigorous and instruction needs to prepare the students for the more rigorous exams.

Family and Community Involvement

-Family and Community Involvement is on the rise at RHS. Our parent involvement coordinator is constantly trying to come up with new ideas on how to get the parents involved with the school and their student's academics. Our College Coach is also very involved in setting up meetings with parents and students in an attempt to increase the number of kids who enroll and attend college. Communication between the school and the parents is an area that can be better. A large portion of our parents are farm laborers or non-professional individuals who have a hard time missing work and be seen or present at various occasions. Based on a parents survey 70% of our parents want to be more involved. With the PRIDE program each teachers is required to send two postcards to the parents of students each six weeks. This is very helpful in opening up the communication with our parents.

School Context and Organization

-The district does a great job of providing support for the school both monetarily as well as general support for administrations and teachers. Looking at scores on TAKS assessments and the master schedule the teachers would benefit from a common planning period among core areas to help in team preparation. More flexibility in the schedule would lead to better student performance as well. The ability to provide the students with adequate tutorial time is an issue that must be addressed. Teachers are voted on to the CIC. As the principal I need to do a better job of using these teachers and getting input. The use of CSCOPE as the curriculum has somewhat diminished the teachers input on what type of assessment is given. Teachers do have some flexibility in creating tests and lessons based on teacher and student performance in the classroom. Communication can always be better from the Principal down. Better communication will help keep everyone on the same page.

Technology

-The teachers scored "advanced Tech" in the STaR Chart areas of "Teaching & Learning" and "Educator Preparation & Development." They scored "Advanced Tech" in the areas of "Leadership, Administration, Instructional Support" and "Target Tech" in the area of "Infrastructure for Technology." The staff is learning and developing ways to integrate technology as we continue our 1:1 Apple laptop initiative. Overall, there is positive momentum especially in the area of content delivery and administrative tasks. Further training needs to be offered to increase content creation and sharing by students as well as staff. This should increase as teachers receive professional development and build confidence.

As far as infrastructure, there is a need to update printers (5-7 years old and in frequent need of repair). An update in our networking components is needed as well.