



**Richland Springs ISD**  
**District/Campus Improvement Plan**  
**2021-2022**  
*Traducción disponible*

Date of School Board Approval

**District of Innovation**



Richland Springs SID School  
DIP/CIP 2021-2022

# Legal References

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

# Mission Statement

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

To be successful in this endeavor, the district must:

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

## Vision Statement

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

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

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

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

# **Richland Springs Independent School District Core Values**

At Richland Springs ISD we value:

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

## Campus Improvement Planning and Decision Making Committee

<b>Name</b>	<b>Position</b> (Parents, Community, Teacher, etc.)
Don Fowler	Superintendent
Rhonda Wyatt	Principal
R. Neal Brown	Teacher
Sherri Ashworth	ESL GT Teacher
Shawn Dennis	CTE Teacher
Jerry Burkhart	Athletic Director
Rick Lasley	Teacher
Patsy Hall	Teacher
Barbara Fowler	Community Member
Melanie Smith	Community Member
Nelson Smith	Teacher
Kristy Perry	Teacher
Sarah Locker	Teacher
Valerie Gossett	Paraprofessional
Sue Ransom	Teacher

Bonnie Burkhart	Teacher
Staci Kubin	Parent
Elisabeth Johnson	SPED Teacher
Chad Kubin	Parent
Jennifer Brown	SPED/504 Coordinator
Maxine Robbins	Community Member
Shawn Rogers	Special Education Teacher
Chad Ashworth	Community Member
Landon Burkhart	Student
Kaitlin Sutherland	Student
Rick Lasley	LEA Staff
Paula Miller	RTI Paraprofessional
Pam Starr	CTE Teacher

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

### THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

### THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

Non Economically Disadvantaged students outscored Economically Disadvantaged students by an average of 6% in 2019 on STAAR tests. The district plans to reduce the equity gap to 1% on the “Approaches Grade level” performance on all STAAR tests by 2021. There are no STAAR data for the 2019-2020 school year because the state assessments were waived. District staff will review results from the 2019 and 2021 tests to track the yearly growth in all economically disadvantaged students. By June 2022, the long term goal is to reduce the equity gap between non Economically Disadvantaged students and Economically Disadvantaged students to 1 percent.

Districtwide we will monitor and analyze student progress throughout the year by using curriculum based assessments and semester exams. Teachers will be trained to use student data to make data driven decisions regarding mastery of subject. Data binders will be set up by the principal, teachers will keep data binders current; data binders will used to inform assessment, curriculum, and instruction for students. Teachers will utilize student data to help analyze and maintain student progress. The district will provide hands-on training to teachers on how to collect and analyze data in order to differentiate lessons for struggling learners. Lesson Plans, T-TESS, and yearly goals will be monitored by the principal. Principal will monitor weekly lesson plans, implement walk-throughs- scheduled and non-scheduled, assist with targeted lesson plans for struggling students, and help set T-TESS goals for increased teacher growth. Principal will use T-TESS and goals to give insight in future planning. T-TESS evaluations are somewhat representative of a teacher’s effectiveness. Teacher evaluations typically capture effectiveness from a number of angles as assessed by trained T-TESS evaluators and are aligned with the standards that are important to teacher growth. Certified teachers will teach 100% of all core classes, 100% of para-professionals with instructional duties will meet all highly qualified requirements, and 100% of teachers will receive high quality professional development. Richland Springs ISD will recruit and retain certified teachers.

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

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

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

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

*RSISD sets aside Title I monies to fund para-professionals and to pay Education Service Center (ESC) contracts. Title I funds will be used to fund paraprofessionals with assigned duties in school-wide Response to Intervention, Dyslexia, small group tutoring, and other programs. These programs are designed and implemented with the overall goal to close achievement gaps in all populations. Title I funds paid to the ESC are used to train staff to effectively deliver programs whose goal is to close achievement gaps in all populations.*

## **State Compensatory Education**

### State of Texas Student Eligibility Criteria:

A student under 26 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of Limited English Proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07. Penal Code.

## State Compensatory Education

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

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

FTE Total: **13**

SCE funding amount at this District/Campus is \$ **\$115,962**

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

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

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

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

**Title I Schoolwide schools:**

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

# State Compensatory Education

STARR	Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2019	2020 Waived	2021	2019	2020 Waived	2021	2019	2020	2021	2019	2020 Waived	2021
<b>Students At-Risk</b>	63	*	69	64	*	65	36	*	89	82	*	73
<b>Students Not At-Risk</b>	72	*	79	67	*	75	42	*	94	90	*	80
*2020 STAAR TESTS WAIVED FOR ALL STATE TESTERS BY TEXAS EDUCATION AGENCY												

	Drop Out Data		Completion Data	
	2019-2020	2020-2021	2019-2020	2020-2021+
<b>Students At-Risk</b>	0%	0%	100%	100%
<b>Students Not At-Risk</b>	0%	0%	100%	100%

**The comprehensive, intensive, accelerated instruction program at this district:** The 2021-2022 comprehensive, intensive, accelerated instruction program plan targets students who have been identified as at-risk of dropping out of school, according to the criteria listed on page 10. Criteria of the State Compensatory Education program at Richland Springs I.S.D. include the following opportunities based on the student needs on each campus. Structured tutorials before, during, and after the school day, an aide to assist with supplemental instruction which may include technology-based instruction, progress monitoring, additional supplemental instruction in areas indicated by disaggregated assessment data on all students, and focusing on special reports on at-risk students, as well as other instructional supports. Teachers provide targeted help for at-risk students based on the needs shown by the assessment data reports, analysis of other assessments, and current classroom performance. Teachers use research-based instructional strategies to tutor students. Auxiliary STAAR preparation materials will be ordered for teachers to help prepare students for state assessments. Online classes and student work programs are being used to reduce the number of students at risk of dropping out of school. Business and Agricultural Science CTE courses and other

trade specific classes will prepare students for the labor force. Tier 3 Reading Program is implemented in elementary levels to help low performing students with decoding and comprehension skills at all levels. Computer-based and teacher-student reading and math tutorials are used during the day to improve reading and math comprehension and STAAR scores. Elementary classrooms each have 4 computers, as well as Chromebooks, to enhance the technological literacy of students at Richland Springs. Online classes through Ed Option and Credit by Exam (CBE) tests through Texas Tech University will allow credit recovery to high school students. TSI exams will be administered locally. College dual credit classes will be offered for college credit. The goals are that students will meet the standards on the state assessments, pass their current grade level, and ultimately graduate from high school and pursue a successful career.

**Upon evaluation of the effectiveness of this program the committee finds that,** with 63% of the student population designated at-risk based on the 14 state criteria, the educational needs of these students must be specifically addressed, especially writing, math and science. Since many of the special education students may also qualify as at-risk based on meeting at least one of the 13 state criteria, additional supplemental assistance and supports must be provided. The disaggregated data for each individual student will be the foundation of the supplemental assistance that each at-risk student receives. Periodic progress monitoring data will assist the teachers and instructional aides with their instructional decisions for these students.

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

- Structured tutoring will be offered daily to re-teach concepts not mastered by students.
- Teachers will differentiate instructional approaches with students having difficulties.
- Teachers who administered the state assessments will access disaggregated reports for their subject areas. Target individual instruction based on STAAR indicator objectives. Teachers drill down through data to discover students' weaknesses in tested objectives.
- Disaggregated data will be used to plan instructional design and delivery.
- Emphasis will focus on improvement in all core subject areas.
- District staff development will continue to focus on analyzing and organizing assessment results.
- District-wide benchmarks/formative assessments (including technology formative assessments) will be administered to all students.
- Teachers will continue to research successful strategies to assist lower achieving students and student groups so that they will be successful learners and will be motivated by success to complete high school. Efforts will continue to be made to engage all families.
- Pursue One to One Chromebook initiative.
- Online Reading and Math assessments for K-3, as per HB3
- Implementation of HB3 Reading Academy routines and strategies, for example: gradual release, small group, and phonics routines through third grade.
- Data meetings: elementary meetings (K-5) and Jr. high/high school (6-12) meetings addressing student needs from year to year.
- Implement assessments through STAAR Interim for data driven instruction and tutorials.
- Improved family engagement

## Federal, State and Local Funding Sources

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

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

<b>Federal</b>	
<b>Program/Funding Source</b>	<b>Amount of Funding</b>
Title I Part A	\$40,227
Carl Perkins	ESC 15 SSA
Title IV Part A	\$10,000
Title II Part A	\$6454
SRSA	\$12,745
<b>State</b>	
<b>Program/Funding Source</b>	<b>Amount of Funding</b>
Career/Technology Education	\$68,866
State Compensatory Education	\$115,962
Gifted/Talented	\$4,446
Special Education	\$282,605

# Comprehensive Needs Assessment Summary

## 2020-2021

### Section 1 – District Profile

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

### Section 2 – Data Reviewed

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

### Section 3 – Findings/Conclusions

We found low scores in the results for the 2018-19 and 2020-2021 STAAR for Reading grades 3& 5; Math grades 3 & 5; and Writing grades 4 & 7; Grade 5 Science; low attendance rate; more positive communication with parents needed; enhance effectiveness of instruction through increased integration of technology into instruction. Improvement needed in infrastructure, focus on 1-1 Chromebook to student ration, replacement of aging equipment, focus on state-of-the-art technology, increased bandwidth and routers for better use of technology, and updated software; increase preparation of College Readiness in students through CTE course offerings, increase in number of students receiving Industry Based Certifications (IBC), and increased use of technology instruction for college bound students.

### Section 4 – Strengths

#### Students:

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

#### Parents/Community:

- Good parent/community involvement/engagement
- Parents attend Open House and Science Fair/ sports events, parent meetings, holiday events such as Thanksgiving Family Feast, Veterans Day, FAFSA night, parent conferences

#### Staff:

- Experienced
- Student-centered administration and staff

#### Facilities:

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

### Section 5 – Weaknesses

#### Students:

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

#### Parents/Community:

- Frequency of positive communication to parents can be improved
- Local business base is small

#### Staff:

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

#### Facilities:

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

## **Section 6 – Identified Need**

- Math STAAR scores grades 3 & 5
- Reading STAAR scores grades 3 & 5
- Writing STAAR scores grades 4 & 7
- Attendance incentives to improve attendance rate
- More positive communication with parents. Increase interest in Coyote Parent Organization
- Enhanced effectiveness of instruction through increased integration of technology into instruction. Improve infrastructure, replace aging equipment, focus on state-of-the-art technology, target bandwidth, and update software. One-to-One Chromebook initiative
- College Readiness – CTE course offerings and increased use of technology into instruction for college bound students
- TSI/ACT practice with on-campus testing
- Individual counseling and instruction. Individual instruction based on STAAR indicator objectives
- Guidance Counselor for career and college readiness improvement; coop with other districts, work more closely with ESC 15 in this area
- Identify individual learning styles. Focus on RTI, Dyslexia, GT, ELL Spanish, FFA, Inclusion
- Online math benchmark

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

**Objective 1: By May 2022, 75% of all students and each student group\*, including Special Education students tested, will pass all portions of the state assessments.**

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1.1 Utilize core content software to assist identified students in grades k-12 with skill building in identified low objectives, TSI/ACT/SAT prep and credit recovery	Superintendent, Technology Director, Teachers	August 2021 May 2022	Sp. Ed. funds, Local funds, REAP Grant funds, Comp. Ed. funds	Remediation results	Accelerated instruction will impact student Improvement in STAAR scores, student graduation rate and recovery of credits
1.2 Upgrade computers each year to stay current with increasing technology	Principal, Technology Director	August 2021 January 2022	Local funds, Sp. Ed. funds, State funds, REAP grant funds (SRSA)	Purchase orders	Purchase Orders, Timeline
1.3 Implement benchmark testing to measure academic progress throughout the year	Principal, Technology Director, All core area teachers	Sept 2021 Dec 2021 Feb 2022	Released STAAR assessments Local funds	Test scores and remediation results	Benchmarks will help identify weaknesses to be targeted which will result in higher STAAR scores

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

**Objective 1:** By May 2022, 75% of all students and each student group\*, including Special Education students tested, will pass all portions of the state assessments.

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1.4 Activate an active attendance committee and communicate daily to notify parents of undocumented student absences	Principal, School Secretary, Core Teachers	September 2021	PEIMS reports	Sign-in Sheets Attendance PEIMS Data	Checking on students will prompt them to come to school if they know they are missed.
1.5 Purchase Computers, projector, Chromebooks, calculators for math and science classes	Principal, Technology Director, All Math & Science teachers	January 2022	Local funds, Technology funds Comp Ed funds (\$2,000) REAP funds (270)	Purchase orders and installation	Increased STAAR science and math scores in grades 3-12
1.6 System Safeguard Strategy: Provide focused, intense small group instruction for all student groups* in all grades and students at-risk of not meeting state assessment in all grades identified for remediation and/or acceleration through RTI, tutorials, and small group instruction	Principal, All core area teachers	August 2021	Title 1 funds for paraprofessionals Sp. Ed. funds, Local funds, Comp. Ed funds (\$7500) Title IV, PBMS data, State accountability data	Sign-in sheets and minutes	Accelerated instruction will improve student scores in targeted populations within these student groups* on STAAR Assessments

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

**Objective 1:** By May 2022, 75% of all students and each student group\*, including Special Education students tested, will pass all portions of the state assessments.

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1.7 Offer ACT/SAT/TSI tutorials, encourage increased student participation in college level dual credit courses by paying half the tuition costs and paying 100% for college textbooks. Move from Central Texas College to Angelo State University (ASU) for more cost effective college courses for district families. Contract through an MOU with ASU. Have a TSI accredited test facilitator on staff.	Principal, Technology Director, All HS Math & English teachers, TSI accredited facilitator	August 2021	Local funds High School Allotment funds, Comp. Ed funds	TSI and ACT/SAT prep classes MOU with ASU Students enrolled in Dual Credit classes TSI certified personnel on staff	Student Schedules Student College Readiness Scores Student Dual Credit Hours completed MOU with ASU TSI credentials for staff
1.8 Tier 3 Accelerated Reading instruction for all student groups* in grades K-8 who are at-risk of not meeting state assessment goals or TPRI goals	Principal, Special Education Teachers, and all elementary staff	September 2021	Local funds ESC Instructional Specialists staff, Comp Ed funds	Tier 3 Accelerated Reading class roster	Improved reading skills that will impact student outcomes on TPRI, STAAR ELAR and Writing assessments.
1.9 Offer core subject tutorials in all grades	Principal, and all core area staff	August 2021 – May 2022	Local funds Comp. Ed. funds	Class rosters STAAR Prep materials purchased	Increased learning time will provide better opportunity for students to master standards and perform better in classes and on state assessments

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

**Objective 1:** By May 2022, 75% of all students and each student group\*, including Special Education students tested, will pass all portions of the state assessments.

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1.10 Provide whole staff professional development in curriculum and alignment and implementation to improve TEKS instruction	Principal	August 2021	Local funds ESC staff TEKS RESOURCE materials	Sign-in Sheets, agenda and minutes	Teachers will use strategies in the classrooms and student learning will improve each six-weeks.
1.11 Appropriate measures will be taken to ensure proper placements for at risk students, including dyslexia and special ed. students	Principal, Dyslexia and SPED Coordinator	August 2021 May 2022	Professional dev., ESC XV staff, ARD committee training, child study teams	Child study team minutes, RTI placements 504 Meeting agenda and minutes, ARD meeting minutes	PBMAS data, child study team data, Training certificates
1.12 Provide writing across the curriculum training to all staff. Provide writing instruction across the curriculum.	Supt., Principal	October 2021	Comp. Ed. funds (\$14,900)	Class writing assignments	Improved academic scores in ELAR and Writing. At least 75% of all students reach Approaches on STAAR ELA & Writing assessments
1.13 Implement one to one Chromebook initiative	Principal/Tech. Director	October 2021-May 2022	Local funds REAP Grant funds (270) Comp. Ed. funds (\$12000)	Computers Purchased	Improved academic scores in ELAR and Writing. At least 75% of all students reach Approaches on STAAR ELA & Writing assessments
1.14 Early Childhood Strategy- Invite preschool parents/students to a Day in Kindergarten	Principal, Kindergarten teacher	April/May 2022	Local funds	Roster/Sign-in sheet	Improved knowledge of classroom routines

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

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

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
2.1 Provide meaningful staff development to all teachers, especially in areas identified by comprehensive needs assessment	Principal, Counselor	August 2021	Local funds ESC XV staff Calendar waiver CNA agenda and minutes STAAR & PBMAS data	Staff training data	Improve student outcomes on STAAR assessments due to increased teacher effectiveness
2.2 Pay for teachers to challenge TExES level tests in areas of need	Supt., Principal, Sp. Ed. Director	August 2021	Local funds Comp. Ed. funds (\$750)	Purchase orders, and certificates obtained	Certifications added to teacher certificates
2.3 Utilize data from STAAR and the areas of concern in student populations to target instruction of low objectives- All groups-writing, Hispanic/Sp.Ed.-Reading & Math, All students/EL-Reading	Supt., Principal	August 2021	Local funds ESC XV staff STAAR & PBMAS data	Meeting agendas	Improve scores in targeted populations within these groups on STAAR assessments

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

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

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
2.4 Provide specific training for staff serving identified populations: ED, LPAC/ESL, G/T, Special Education, Dyslexia	Supt., Principal, HOT Coop staff	October 2021 – May 2022	Local funds Sp. Ed. funds Heart of Texas Education Coop staff	Agendas and sign-in sheets, certificates	Training will provide teachers' education to better serve students with special needs in the areas of state assessment
2.5 Mentors provided for teachers new to the district. Stipends paid to teachers in high need areas, (ex: Science and Math)	Principal	August 2021- May 2022	Local funds \$15,000	Notes from mentor-teacher meetings, teacher schedules.	Improved understanding of district expectations, high teacher retention rates, and improved staff morale.

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

**Objective 1:** By May 2022 the number of violent incidents will be reduced by 10% as measured by PEIMS and discipline referrals will be reduced by 10%.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	
3.1 Red ribbon week observed	Principal	October 2021	Drug Free/At Risk funds	Agendas and sign-in sheets	PEIMS Discipline Data
3.2 Anti-drug presentation by RSISD Police Department	Principal	March 2022	RDISD Chief of Police	Program presented	PEIMS Discipline Data
3.3 Implement and continue drug testing policy for students	Supt. and Board of Trustees	Sept 2021-May 2022	Board of Trustees action Local funds	Student/Parent drug testing permission forms	PEIMS Discipline Data
3.4 Implement safety awareness program, drug & alcohol awareness program for students and staff	Principal and Sheriff's Dept., RSISD Chief of Police and DPS	December 2021 Spring 2022	Central Texas Council on Alcohol and Drug Abuse/Law Enforcement personnel	Programs presented	PEIMS Discipline Data
3.5 Implement special spring drinking and driving program and anti-vaping programs for high school students through RSISD police department	Principal Chief of Police	February 2022	Local funds CTCADA	Programs presented	Public Data concerning Vehicle Accidents

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

**Objective 1:** By May 2022 the number of violent incidents will be reduced by 10% as measured by PEIMS and discipline referrals will be reduced by 10%.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	
3.6 Continued work with RSISD Police Department; including required state drills, drug and vaping prevention classes, Hunter safety classes, positive police presence with students, required state trainings on interactions with law enforcement, self-defense instruction for students and personnel, situational awareness.	Admin. and Board of Trustees	August 2021-May 2022	Local funds	Board action; TCOLE approval; designation of Chief of Police	PEIMS Discipline Data, Training of personnel, improved student law enforcement relationships, seamless safety drills,
3.7 Professional development will be sought in critical areas as determined by teacher surveys: drug education, suicide prevention, ESL, Spec. ed., GT, school safety, technology, homeless and at-risk, dyslexia, homeless students, bullying, dating violence, child abuse, sexual abuse/trafficking, transitions to HS and postsecondary, and other maltreatment of children.	Principal	September 2021	Local funds Sp. Ed. funds Comp. Ed. funds (\$6,000)	Agendas and sign-in sheets. Certificates of training	Surveys will lead to better understanding of what Professional development to offer in the critical areas which lead to better supports for students in need
3.8 Establish School Safety committee and Threat Assessment Team	Superintendent Principal Chief of Police	Fall 2021	Local Funds	Agendas, Sign-in Sheets, Meeting notes	Completed projects and programs

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

**Objective 1:** By May 2022 the number of violent incidents will be reduced by 10% as measured by PEIMS and discipline referrals will be reduced by 10%.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	
<p>3.9 Strategies to reduce disparities in low income/minority student class removals.</p> <p>3.10 Monitor Gradebook and teacher referrals for discipline records. Pull discipline records at each grading period to check comparisons across student groups; i.e. low income, minority. Implement strategies to address any issues across student groups.</p>	Principal	August 2021-May 2022	Local Funds	Data that shows class removals are similar across all student groups	Improved relationships between students and staff. No disparities in low income/minority student groups compared to other groups.

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

**Objective 1:** By May 2022, a drop-out rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of at least 100%.

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
4.1 Focus on areas identified as weak by benchmark testing	Principal, All staff	August 2021 – May 2022	STAAR/EOC prep Materials/Comp. Ed. funds	Benchmark Test scores and remediation results	Benchmarks will help identify weaknesses to be targeted which will result in higher STAAR scores and improved performance on College entrance exams (ACT, SAT)
4.2 Establish a core subject Content Mastery Class to provide additional support to special education and at-risk students	Principal, All staff	September 2021	Local funds Special Ed funds Comp. Ed. funds	Class roster, sign-in sheet	PEIMS Data TAPR
4.3 Expand the use of the credit by examination	Principal	August 2021	Local funds HS Allotment Comp. Ed. funds	Tests taken, test scores	Graduation rate/dropout rate
4.4 Use ED Options and online classes to assist in credit recovery	Principal	August 2021– May 2022	Local funds HS Allotment Comp. Ed. funds	Class rosters	Graduation rate/dropout rate
4.5 Offer Truancy Prevention Related Services including the implementation of a three tiered system based on rewards and interventions to increase compliance.	Principal, Chief of Police All staff	August 2021 – May 2022	Local funds HS Allotment Comp. Ed. funds	Documentation of instruction, sign-in sheets	PEIMS Data TAPR

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

**Objective 1:** By May 2022, at least 90% of all students,\* parents and/or family members will participate in at least one academic activity for/with their child(ren).

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
5.1 Encourage parent use of Gradebook to track attendance and grades for their children. Periodic review and consideration of Gradebook data by teachers and parents; working together for improved academic outcomes	Principal All teachers	Each 3 weeks	Local funds Comp. Ed. funds	Progress reports sent home each 3 weeks. Parent conferences.	Attention to at-risk students helps motivate students to perform better and reduces failures. Improved parent and teacher relationships. Improved parent understanding of district expectations
5.2 Parent involvement in college preparation-SAT/ACT/TSI preparation and registration & Fall FAFSA meeting	Counselor, Principal, and all core area staff	September 2021-May 2022	Local funds ACT/SAT fee waivers HS Allotment	Student test scores	# students taking college entrance exams and earning higher scores # students entering college upon graduation
5.3 Multiple opportunities for parents and community to be engaged on campus. Open House, Parent/Teacher night, Annual Book Fair week, Thanksgiving Family Feast, Veteran's Day celebration, FAFSA night, Sporting events, Student performances, Muffins with Moms/Donuts with Dads,	Principal, all staff	August 2021- May 2022	Local funds	Parent sign-in sheets Communication to parents	Parents gain greater relationship & trust with school staff and attend at a higher percentage.
5.4 Semester Awards Program, Parent meetings, parent conferences.	Principal, all staff	December 2021, May 2022	Local funds	Certificates/awards given to students	Improved parent/school relationship as indicated in survey

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

**Objective 1:** By May 2022, at least 90% of all students,\* parents and/or family members will participate in at least one academic activity for/with their child(ren).

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
5.5 Increase positive communication between parents and school; increase frequency of positive parent communication by teachers and staff. Use parent email, Remind, Facebook, student newsletters for improved communication with parents.	Principal, all staff	August 2021- May 2022	Local funds	Letters/communications to parents	Copies of correspondence sent to parents/family. Improved parent/school relationship as indicated in survey.
5.6 Provide parents increased opportunities for input in Title I & Parent and Family Engagement meetings, student handbook, and student-parent-teacher compacts, parents will be familiar with resources found on the district website.	Principal	September 2021 May 2022	Local funds	Increased attendance in parent meetings, 100% of handbook signature pages returned, increased usage of district website.	Parents will feel ownership in the process and input to their student's education. Parents will be better informed of district policies, parents will know where to find policies
5.7 Parent/Student/Teacher/Principal Compacts	Principal, All staff	August 2021	Handbook page with compact form	Compacts included in Student Handbook	Compacts on file, Parents, teachers and students understand responsibilities. Parent responsibilities include: attendance, homework assignments, and study habits, attending meetings. District responsibilities include rigorous curriculum and instruction and developing students into productive members of society.

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

**Objective 1:** By May 2022, at least 90% of all students,\* parents and/or family members will participate in at least one academic activity for/with their child(ren).

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
5.8 Parent Newsletters sent home in report cards in English and Spanish	Principal, All staff	August 2021- May 2022	Local funds ESC Region XV	Newsletters/communications to parents in Eng. & Span.	The letters will provide more connectivity for parents with schools and will provide strategies to help lead the education process at home which lead to higher percentage of academic success.
5.9 Implement a coordinated school health program	Principal, SHAC Committee	Fall 2021 Spring 2022	Local funds	Agenda/Sign-in sheets	Fitnessgram, SHAC sign in sheets and minutes, Meeting agendas, presentations on seizure action plans, asthma action plans, peanut allergy action plans.
5.10 Annual Title 1 Parent Meetings	Principal, Superintendent	Fall 2021	Local funds	Agenda/Sign-in sheets	Increased parent involvement
5.11 Initiate push App. for instant communication to parents/community	Tech. Director	Fall 2021	Local funds	# App. users	Increased parent/community involvement
5.12 Increase interest in Coyote Parent Organization	Principal, All staff	Fall 2021	Local funds	Parent meetings	Increased parent/community involvement
5.13 Implement a CTE advisory committee comprised of all stakeholder groups	Principal	Fall 2021	Local funds	Meeting Agendas	Increased understanding of RSISD CTE programs, increased CTE courses and student CTE success

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

**Objective 1:** By May 2022, Richland Springs ISD will provide students additional opportunities by expanding academic and elective programs and improving facilities.

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

**Summative Evaluation:** Increased core area scores in STAAR testing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
6.1 Provide training that emphasizes multi-sensory approaches to teaching and learning that address learning styles and ability level	Principal	August 2021- May 2022	Local funds ESC staff HOT staff Sp. Ed. funds Comp. Ed. funds	Agenda/Sign-in sheets	Staff will use strategies in the classrooms and student learning will improve each six-weeks.
6.2 Richland Springs ISD will provide a gifted program for identified students on each campus, in accordance with the State Plan	Principal, G/T Coordinator	September 2021	ESC staff G/T funds State and local funds	Agenda/Sign-in sheets	Student presentations in May 2019 AEIS data
6.3 Initiate grant writing teams for resources, including technology, teacher training, curriculum, that improve student outcomes for all student groups;	Principal	January 2022	Local funds to supplement program	Grants submitted	Grants awarded

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

**Objective 1:** By May 2022, Richland Springs ISD will provide students additional opportunities by expanding academic and elective programs and improving facilities.

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

**Summative Evaluation:** Increased core area scores in STAAR testing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
6.4 Improve playground facilities for all students, including early childhood	Principal	April 2022	Special ed. funds Local funds	Purchase orders	Increased use of playground facilities by all students
6.5 Provide proper staffing for dyslexia and special education	Principal, Sp. Ed. Coordinator	August 2021- May 2022	Special education funds, Title 1 funds, Title IV, Local funds	Teacher/Aide/staff schedules. Certificates	Trained staff will use strategies in the classrooms and student learning will improve each six-weeks. Increased STAAR achievement scores.
6.6 Maintain Agriculture Science and Business CTE classes and other trades/career classes to prepare students to enter the workforce upon graduation; including Agriculture, food, & Natural Resources (AG) and Business, Finance, & Marketing (BUS)	Principal, CTE teachers	August 2021- May 2022	CTE funds Local funds Perkins funds	CTE courses on Class Schedule/Graduation Plan	Increase in students receiving industry certifications. Increased CTE indicators. Student Schedules.

## Priority for Service (PFS) Action Plan for Migrant Students

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

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

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

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

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

\*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Richland Springs ISD
Region: 15

## Priority for Service (PFS) Action Plan

School Year: 2020 - 2021

Filled Out By: ESC MEP Staff
Date: 08-20-2020

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

<p><b>Goal(s):</b></p> <p>To focus on the unmet needs of migrant children who have been identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support services.</p>	<p><b>Objective(s):</b></p> <p>100% of PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form.</p> <p>100% of PFS students will have a PFS Student Review Form completed with academic information to determine On-Time graduation.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	July1-August 30	NGS Data District Migrant Contact	Monthly PFS Reports
<ul style="list-style-type: none"> <li>Before the first day of school, develop a PFS Action Plan for serving</li> </ul>	July1-August 30	ESC Migrant Department	Signed PFS Action Plan

PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.		District Migrant Contact	
Additional Activities			
▪			
<b>Required Strategies</b>			
	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Action Plan Sign In Sheets/Emails/Monthly PFS Reports/Online platforms
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	July1-August 30	District Migrant Contact ESC Staff	Sign-In Sheets/Zoom chat/Emails/phone logs/
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	July1-August 30	District Migrant Contact ESC Staff	PFS Parent Form
Additional Activities			
▪			
<b>Provide services to PFS migrant students.</b>			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	July1-August 30	ESC Migrant Department District Migrant Contact	PFS Reports Emails/ District Contact log
▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	July1-August 30	ESC Migrant Department District Migrant Contact	Emails Documentation Community Resource List/Supplemental/Instruc tional Distribution Forms
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	July1-August 30	District Migrant Contact ESC Migrant Department	Student Participation List, Invoices, Sign In logs

Additional Activities			
<ul style="list-style-type: none"> <li>Provide parents with community resources and services.</li> </ul>	July 1-August 30	District Migrant Contact ESC Migrant Department	Community Resource list Agency Information

Don D. Fowler  
LEA Signature

August 9, 2020  
Date Completed

Cynthia Rangel  
ESC Signature

August 9, 2020  
Date Received

**Richland Springs ISD**  
**Parent and Family Engagement Policy**  
**ESSA Section 1116**  
**2021-2022 School Year**

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

*Involve parents in the joint development of the plan.*

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

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

Section 1116 (a)(2)

- The policy shall be incorporated into the local educational agency's plan developed under section 1112 (District Improvement Plan, DIP),
- The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement

*The Parent and Family Engagement Policy is typically reviewed at three annual Title 1 meetings in the fall. The Title 1 meetings are advertised in the local newspaper, and letters are also sent home to parents prior to the meetings. The first Title 1 Parent/Family meeting is held usually in August around 6:00 p.m. in the evening at the school cafeteria just prior to the first home football game. Persons attending the first meeting are given free passes to the game. Revisions to the Parent and Family Engagement Policy is an agenda item. The second Title I meeting is held in September in the morning during the same week as Open House, and a third Title 1 meeting is usually held in the evening of the day scheduled for Open House. Parents are given a choice of meeting times and dates, in order to encourage parent participation. Again, the jointly developed Parent and Family Engagement Policy is reviewed.*

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

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

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

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

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

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

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

6. Richland Springs ISD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying— Section 1116 (a)(2)(D)
  - barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - strategies to support successful school and family interactions;

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

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

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

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

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

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

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

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

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

- (1) Read and discuss the student handbook prior to signing and returning to school;*
- (2) Emphasize the importance of education and encourage participation in school activities;*
- (3) Stay informed about your child's activities by attending parent conferences and other parent meetings;*
- (4) Learn about the curriculum, student support services, and activities offered by the district;*

- (5) *Become familiar with the academic program and review teaching materials, textbooks, and other instructional aids;*
  - (6) *Examine tests that your child has taken;*
  - (7) *Monitor your child's progress and contact teachers, the counselor, or the principal as needed;*
  - (8) *Call the office to schedule appointments;*
  - (9) *Review your child's records when needed;*
- ii) providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)

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

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

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

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

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