

River Road ISD



2015-2017

District Improvement Plan

Board Approved
TBA

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**River Road ISD
Site-Base Decision Making Team
2015-2017**

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David Ingle
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**Superintendent
Site-Base Chair / District Professional
Classroom Teacher - Rolling Hills
Classroom Teacher - Rolling Hills
Classroom Teacher - Willow Vista
Classroom Teacher - Middle School
Classroom Teacher - High School
Classroom Teacher - High School
Primary Non-Teacher Representative
Secondary Non-Teacher Representative
District Parent
District Parent
District Community Member
District Community Member
Business Representative**

2015-2017 Assessment of Current Situation

Comprehensive Needs Assessment

1. Results of parent and community input
2. Disaggregation of longitudinal AEIS data
3. Disaggregation of current year AEIS data
4. Results of benchmark assessments
5. Prior and current year budget, entitlements, and expenditures
6. Staff development needs
7. State and Federal planning requirements
8. Students retention rates and disciplinary data
9. Program evaluations
10. AYP data and reports

Informal measures include, but are not limited to the following:

1. Needs identified through staff meetings
2. Executive Team discussions
3. Effectiveness review of past initiatives
4. Information gathered through e-mails and phone calls
5. District data review and planning meeting
6. District "Lunch Bunch" planning sessions

Mission Statement

Our mission is to provide an innovative and comprehensive educational program that prepares students to be productive and responsible citizens.



River Road ISD does not discriminate on the basis of race, religion, color, national origin, sex, 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.

After reviewing all available data, the following conclusions have been used in providing a focus for the District Improvement Plan

Math and reading instruction must be a priority

- An emphasis on math and reading instruction which will increase academic success for all students
- A change in the math specialist has been made at Rolling Hills Elementary School
- Remediation and tutorial periods will be provided at all campuses
- Math instruction will be closely monitored to ensure effective instruction is being provided
- A supplemental math program with interventions will be used
- Curriculum coaches and TOT training through region 16
- Increased emphasis on questioning strategies used by teachers
- Increased emphasis will be placed on data analysis and data driven decision making

Science instruction must include a higher percentage of hands-on activities and labs

- Emphasis on science training designed to improve achievement for all students
- Science teacher will attend ESC 16 training which specifically addresses the lessons of TEKS Resource System

Data must drive academic decisions for students

- Data analysis will continue to be the focus of instructional decision making
- Data analysis software will be expanded to allow for progress monitoring for all students

RTI procedures will improve to more effectively serve At-Risk students.

- RTI will be expanded to better meet the needs of all students in Math, Reading, and Behavior

The Reading Recovery Program at RHES will be continued and expanded as funding allows

Libraries are in need of new books to support a District wide plan to improve reading skills of students.

Technology will be improved and integrated into classroom instruction.

RRISD Accountability Rating History

	RRISD	RRHS	RRMS	RHES	Willow Vista
2003	Recognized	Recognized	Recognized	Recognized	
2004	Recognized	Recognized	Recognized	Recognized	
2005	Ac. Acceptable	Ac. Acceptable	Ac. Acceptable	Ac. Acceptable	
2006	Ac. Acceptable	Recognized	Ac. Acceptable	Recognized	
2007	Ac. Acceptable	Ac. Acceptable	Ac. Acceptable	Ac. Acceptable	
2008	Ac. Acceptable	Ac. Acceptable	Recognized	Recognized	
2009	Ac. Acceptable	Ac. Acceptable	Ac. Acceptable	Recognized	
2010	Recognized	Recognized	Recognized	Recognized	Exemplary
2011	Ac. Acceptable	Ac. Acceptable	Ac. Acceptable	Recognized	Recognized
2012	Ac. Acceptable	Ac. Acceptable	Ac. Acceptable	Recognized	Recognized
2013	Met Standard	Met Standard	Met Standard	Did Not Meet Standard	Met Standard
2014	Met Standard	Met Standard	Met Standard	Did Not Meet Standard	Met Standard
2015	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
2016	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard

2015-2017 District Improvement Plan						School wide Components	
Goal : Academics: Student achievement in all groups will continue to improve each year as measured by the AEIS.						NA - Needs Assessment	
Objective #1: Student Mastery of TEKS--River Road ISD will utilize instructional arrangements that support learning to ensure 100% of all students will master grade level TEKS in all subject areas.						R-SW Reform Strategies	
Summative Evaluation: State assessment results, NWEA results, benchmark testing results, STAAR Simulation results, student failure rates, assessment results						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress						PD-Professional Development	
4. No Progress 5. Discontinue						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
NA A	1. Analyze simulations assessment scores for district and campus to identify areas for improvement.	District Leadership Team	Sept. 2015- June 2017	State TEKS and TEKS Resource System Verticle Alignment Document and Technology	assessment results, periodic benchmark assessments, STAAR simulations, informal teacher observations	Each 6 weeks	

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Objective #1: Student Mastery of TEKS--River Road ISD will utilize instructional arrangements that support learning to ensure 100% of all students will master grade level TEKS in all subject areas.						PD-Professional Development AHQ-Attract Highly Qualified PI-Parental Involvement	
Summative Evaluation: State assessment results, NWEA results, benchmark testing results, STAAR Simulation results, student failure rates, assessment results						T-Transitional Programs A-Teachers & Assessments	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						M-Student Assistance C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
NA A	2. Target identified TEKS objectives for improvement and implement strategies.	District Leadership Team	Sept. 2015- June 2017	2016 state assessments, AEIS report, STAAR simulations, benchmarks and assessment data and utilizing Title I funds for instructional Supplies - 211-11-6399-01-101-\$5440 and Focus 211-11-6399-71-101 \$9188 for RH / 211-11-6399-71-\$5440 for RH / Testing Materials for RH - 211-11-6339-00-101 - \$104	Baseline TEKS assessment results, periodic benchmark assessments, STAAR simulations, informal teacher observations	Each 6 Weeks semester and annually	

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SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
NA A C	3. The District will utilize the TEKS Resource System to provide a curriculum that is fully aligned to the TEKS for all students at all grade levels.	District Leadership Team, All Instructional Staff	Sept. 2015- June 2017	State TEKS and TEKS Resource System Verticle Alignment Document	Walk through and classroom observations	Every 6 Weeks	
NA A C	4. Continue after school tutorials and interventions.	Campus Principal	Sept. 2015- June 2017	Local funds and CATE funds	Teacher reports/ assessments	Each 10 Weeks	
NA A C	5. Provide certified ELL teachers for all K-8 ELL students.	District Administration, Campus Principals	Sept. 2015- June 2017	ELL endorsement – RRISD pays for review (\$10.00 – Region 16), ELL testing fee (\$125.00)	Teacher certification records	Twice a year during HQ reviews	

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SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
NA A C	6. Improve instructional acceleration for Gifted and Talented students.	District Administration, Campus Principals	Sept. 2015- June 2017	G/T contract with ESC 16	Campus schedules GT records	Each semester	
NA A C	7. The District will provide a credit recovery program for High School students using Egdunuity or a similar program.	Campus Principal, Teachers, and Counselor	Sept. 2015- June 2017	Local Funds	Counselor's records of credits earned through credit recovery	Jan. 2014 June 2014 Jan. 2015 June 2015	
M C A	8. Expand the Career and Technology program to provide experiences and knowledge for a broad range of careers.	Campus Principals, Teachers, and Counselors	Sept. 2015- June 2017	Local Funds	Class schedules and rosters, list of activities held for career awareness.	Annual	

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SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
NA A C	9. Continue RTI at all campuses.	Superintendent Campus Principal	Sept. 2015- June 2017	Local Funds Function - 12	Records of RTI Team meetings, report cards, and assessment results.	Each 6 Weeks	
A/C	10. Continue use of the "Accelerated Reader" reading comprehension program for K-6 students adding Library Books continually	Campus Administration, Librarian, Classroom Teacher	Sept. 2015- June 2017 weekly	Activity Fund PTO Local Funds	Teacher observations; STAAR testing results	Weekly Each 6 Weeks	
NA A C	11. Continue Math Initiative at all campuses.	Superintendent Campus Principal	Sept. 2015- June 2017	Local Funds	Records of RTI Team meetings, report cards, and assessment results.	Each 6 Weeks	

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SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
NA A C	12. Provide Reading Interventionist at Willow Vista and Elementary Campus'	Superintendent Campus Principal	Sept. 2015- June 2017	211-11-6119-01-\$54,773 211-11-6119-00-\$18,333 / 211-11-6119-01-103- WV	Records of RTI Team meetings, report cards, and assessment results.	Each 6 Weeks	
NA A C	13. Provide Class Size Redution Teacher at Intermediate Campus.	Assistant Superintendent Campus Principal	Sept. 2015- June 2017	255-11-6119-01-103- \$30,331	Records of RTI Team meetings, report cards, and assessment results.	Each 6 Weeks	
NA A C	14. Provide Math Interventionist at Rolling Hills	Assistant Superintendent Campus Principal	Sept. 2015- June 2017	211-11-6119-02-101 - \$47,974	Records of RTI Team meetings, report cards, and assessment results.	Each 6 Weeks	

2015-2017 District Improvement Plan						School wide Components	
Goal: <i>Special Populations:</i> River Road ISD will offer a comprehensive instructional program and differentiate instruction for all students.						NA - Needs Assessment	
Objective #2: The school will use data collected to develop instructional methods and interventions to decrease failure rate in all subjects by 10% in all populations.						R-SW Reform Strategies	
Summative Evaluation: STAAR testing results; Benchmark Testing results, Assessment results, NWEA testing results; retention rates, AYP report, TAPR report						HQ-Highly Qualified	
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						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
NA A	1. Provide unit assessments testing at each grade level each 6 weeks covering River Road ISD Curriculum Curriculum criteria	Campus Principals; Superintendent	Sept. 2015- June 2017	STAAR simulation results,assessment results; STARRMaker ; DMAC data analysis software	Student grades; benchmark assessment data	Each 6 Weeks	

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Summative Evaluation: STAAR testing results; Benchmark Testing results, Assessment results, NWEA testing results; retention rates, AYP report, TAPR report						HQ-Highly Qualified		
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SW Comp		Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
HQ	A	2. Provide an ELL endorsed teacher at every grade level to meet the needs of Secondary LEP students	Campus Administration	Sept. 2015- June 2017	Local funds for testing (non-certification) fees	Review of ELL needs and student numbers and grade levels	Annual LPAC	

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Objective #2: The school will use data collected to develop instructional methods and interventions to decrease failure rate in all subjects by 10% in all populations.	PD-Professional Development AHQ-Attract Highly Qualified PI-Parental Involvement
Summative Evaluation: STAAR testing results; Benchmark Testing results, Assessment results, NWEA testing results; retention rates, AYP report, TAPR report	T-Transitional Programs A-Teachers & Assessments M-Student Assistance
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue	C-Coordination of Programs

SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
NA C	3. Utilize supplemental language programs of: <ul style="list-style-type: none"> • Scottish Rite Program • Lexia software • I-PADs • Dynavox • Dyslexic Therapist/teacher/reading intervention specialist -Imagine Learning 	Campus Administration, Special Education Staff, RTI Team,	Sept. 2015- June 2017	Title I, Part A RH-211-11-6395-00-101-\$15,613	Student grades; TAPR, State Assessments Teacher evaluations	Annual	

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Objective #2: The school will use data collected to develop instructional methods and interventions to decrease failure rate in all subjects by 10% in all populations.						R-SW Reform Strategies		
Summative Evaluation: STAAR testing results; Benchmark Testing results, Assessment results, NWEA testing results; retention rates, AYP report, TAPR report						HQ-Highly Qualified		
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SW Comp		Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
NA	A	4. State and Local At Risk Indicator (See Form 1) Appropriate Instruction for Identified At-Risk Students	Campus Teachers, Counselor, RTI Team, Administrators	Sept. 2015- June 2017	S.C.E. for teacher salaries	Grades of At-Risk students, teacher evaluations	Every 12 Weeks	

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Objective #2: The school will use data collected to develop instructional methods and interventions to decrease failure rate in all subjects by 10% in all populations.						R-SW Reform Strategies	
Summative Evaluation: STAAR testing results; Benchmark Testing results, Assessment results, NWEA testing results; retention rates, AYP report, TAPR report						HQ-Highly Qualified	
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SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
NA A	C 5. Utilize educational support services to meet Special Education needs: • Inclusion • Content Mastery Lab • Support Facilitation • Resource Classrooms • Speech Therapy	Campus Administration; Special Education Staff	Sept. 2015- June 2017	Special Education Funding	Class diagnostic data; teacher evaluation	Each 6-weeks	

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Objective #2: The school will use data collected to develop instructional methods and interventions to decrease failure rate in all subjects by 10% in all populations.						R-SW Reform Strategies	
Summative Evaluation: STAAR testing results; Benchmark Testing results, Assessment results, NWEA testing results; retention rates, AYP report, TAPR report						HQ-Highly Qualified	
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SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
NA C	A 6. Special Education students, ages 3-4, will continue to be integrated into the pre-kindergarten classes at the elementary school following ARD decision.	Campus Administration, Special Education teachers	Sept. 2015- June 2017	Salary Dually Funded Pre-K Education teacher Federal and State	PIEMS, Teacher assessments, reports,	Annual	
C	7. Identify students in need of Intervention	Campus Administration, reading and math intervention specialists	Sept. 2015- June 2017	Local funds	Teacher evaluations, DMAC and Assessments, Achievement charts, Running Records and NWEA	Every 6 Weeks	

2015-2017 District Improvement Plan						School wide Components	
Goal: Attendance: There will be an increase in the attendance rate at all campuses.						NA - Needs Assessment	
Objective #3: Improve attendance for all students by 1%.						R-SW Reform Strategies	
Summative Evaluation: AEIS ADA data						HQ-Highly Qualified	
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						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
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SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
PI	1. Improve communication with parents/guardians on the attendance policy and procedures	Campus Administration	Sept. 2015- June 2017	Student handbook; phone calls/mailings to parents concerning excessive absences; text blast	Student absence data	Monthly	
A	2. Increase attendance through improved school climate	Principal; Campus Counselor; Classroom teacher; support staff	Sept. 2015- June 2017	Local Funds	Student enrollment data Principal's reports to the Board	Monthly	

2015-2017 District Improvement Plan						School wide Components	
Goal: <i>Parental and Community Involvement:</i> Increase parental participation and involvement in the educational process.						NA - Needs Assessment	
Objective #4: - 100% of parents will participate as partners in their children's education by having contact with our schools at least once per semester.						R-SW Reform Strategies	
Summative Evaluation: Surveys; Parent/Community/Teacher Involvement Evaluations						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
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SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
NA PI C	1. Disseminate information to parents/community members through the use of School Messenger phone blast, Principal notes, District Newsletter and the District web page	Campus Principal; Web site personnel, District Office staff	Sept. 2015-June 2017	Local funding for publishing and postage	Parent surveys and interviews, web site hits	Annual	
[9]							

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Objective #4: - 100% of parents will participate as partners in their children's education by having contact with our schools at least once per semester.						R-SW Reform Strategies	
Summative Evaluation: Surveys; Parent/Community/Teacher Involvement Evaluations						HQ-Highly Qualified	
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A C PI	2. Conduct Parent/Teacher conferences by grade level on scheduled days	Campus Teachers	Sept. 2015-June 2017	Local Funds	Parent signature sheets	10\2016 3\2017 10/2017	
A PI	3. Skyward providing up-to-date information about students' grades and discipline via the internet for parents	Teachers & Technology	Sept. 2015-June 2017 [9]	Technology Local funds	Skyward Reports	Every 3 Weeks	

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Objective #4: - 100% of parents will participate as partners in their children's education by having contact with our schools at least once per semester.		PD-Professional Development AHQ-Attract Highly Qualified PI-Parental Involvement
Summative Evaluation: Surveys; Parent/Community/Teacher Involvement Evaluations		T-Transitional Programs A-Teachers & Assessments
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SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
PI C	4. Provide information to parents on: <ul style="list-style-type: none"> • Campus procedures • Comprehensive Literacy • New State Standards and Testing • Availability of special programs (GT, Title 1, Special ED, At-Risk, 504) • Availability of after school resources • Volunteering • Parental Involvement 	Classroom Teachers Campus Principal and Counselor	Sept. 2015-June 2017 as scheduled [9]	Local Funds	Report to SBDM and the Attendance list Participation list	Fall 2014 Spring 2015 Fall 2015 Spring 2016	

2015-2017 District Improvement Plan						School wide Components	
Goal: <i>School Safety and SDFS:</i> The district will maintain a safe, drug-free, and disciplined learning environment.						NA - Needs Assessment	
Objective #5: All students and staff will be provided with a safe environment.						R-SW Reform Strategies	
Summative Evaluation: PEIMS data, campus discipline summary, safety audits						HQ-Highly Qualified	
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SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A	1. Monitor and decrease vandalism in the district	Principals, Custodians	Sept. 2015-June 2017	Local Funding	Discipline report and Report to SBDM	Every 6 Weeks	
C	2. Conduct monthly safety inspections and training/fire drills, crisis management, staff safety meetings	Campus Principal, District Maintenance Supervisor	Sept. 2015-June 2017 monthly	Local Funding	Employee maintenance requests	Monthly	
C NA	3. Review and implement safety audit information	Superintendent Principals	Sept. 2015-June 2017	Local Funding	Report to RRISD School Board, Record of changes made	Oct. 2016 and Oct 2017	

2015-2017 District Improvement Plan						School wide Components	
Goal: <i>School Safety and SDFS:</i> The district will maintain a safe, drug-free, and disciplined learning environment.						NA - Needs Assessment	
Objective #5: All students and staff will be provided with a safe environment.						R-SW Reform Strategies	
Summative Evaluation: PEIMS data, campus discipline summary, safety audits						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
PD NA	4. Provide training at District Assembly in: -blood borne pathogens -sexual harassment -bullying prevention -dating/teen violence	District Nurse Principals Assistant Superintendent	Sept. 2015- June 2017	Local Funds	Training documentation	June 2016 and June 2017	

2015-2017 District Improvement Plan							School wide Components	
Goal: Staff Development: Provide staff development opportunities for all personnel to meet identified needs of all students in order to increase student performance.							NA - Needs Assessment R-SW Reform Strategies HQ-Highly Qualified PD-Professional Development AHQ-Attract Highly Qualified PI-Parental Involvement T-Transitional Programs A-Teachers & Assessments M-Student Assistance C-Coordination of Programs	
Objective #6: 100% of RRISD professional staff will be provided with training to meet the needs of all student groups.								
Summative Evaluation: Staff development record, surveys, personnel files, highly qualified worksheets, and principal attestations.								
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue								
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **	
PD HQ C	1. Provide opportunities for the mandatory 6 hour Gifted/Talented update.	Teachers	June 2015- June 2017	Region 16 ESC G/T contract	Teachers' Certificates	Annual		
C PD HQ	2. Provide opportunities for the initial 30 hours mandatory Gifted/Talented training for all new staff through Region 16	Teachers	June 2015- June 2017	Region 16 ESC G/T contract/ General funds	Teachers' Certificates	Annual		
C	3. Provide training for all substitute teachers	Assistant Superintendent	During the school year Sept. 2015- May 2017	Local Funding	Teacher substitute feedback data	After each training		

2015-2017 District Improvement Plan							School wide Components	
Goal: Staff Development: Provide staff development opportunities for all personnel to meet identified needs of all students in order to increase student performance.							NA - Needs Assessment	
Objective #6: 100% of RRISD professional staff will be provided with training to meet the needs of all student groups.							R-SW Reform Strategies	
Summative Evaluation: Staff development record, surveys, personnel files, highly qualified worksheets, and principal attestations.							HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue							PD-Professional Development	
							AHQ-Attract Highly Qualified	
							PI-Parental Involvement	
							T-Transitional Programs	
							A-Teachers & Assessments	
							M-Student Assistance	
							C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **	
C A	4. Provide intervention in conflict resolution and discipline strategies	District Administration	June 2015- June 2017	ESC 16 training from general funds	Student Disciplinary files; Counselor surveys	As training is available		
C PD	5. Provide technology training by campus computer Tech. offered by RRISD – technology must be included in in-service	District Technology Coordinator	June 2015- June 2017	ESC 16 training from general funds	Faculty and Staff survey	Annual		

2015-2017 District Improvement Plan						School wide Components	
Goal: Staff Development: Provide staff development opportunities for all personnel to meet identified needs of all students in order to increase student performance.						NA - Needs Assessment R-SW Reform Strategies HQ-Highly Qualified PD-Professional Development AHQ-Attract Highly Qualified PI-Parental Involvement T-Transitional Programs A-Teachers & Assessments M-Student Assistance C-Coordination of Programs	
Objective #6: 100% of RRISD professional staff will be provided with training to meet the needs of all student groups.							
Summative Evaluation: Staff development record, surveys, personnel files, highly qualified worksheets, and principal attestations.							
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue							
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A C PD	6. Continue to use and train in content areas and technology education <ul style="list-style-type: none"> • Math Instruction • RTI • TEKS Resource System • Reading Instruction • Differentiated Instruction • Accelerated Reader • STAAR test • COMPASS 	Technology Coordinator; Campus Administration	Scheduled in-service days, scheduled comp days, and ESC 16 training schedules from June 2015 through May 2017	ESC 16 training from general funds and Title I set aside funds Region 16 Contract 211-11-6239-53-999-424 - Title I Contract- \$11,730 and Focus Contract 211-11-6239-72-101 - \$3000 / Focu Funds for Training RH - 211-11-6411-71-101-\$380 / Proffesional Development Reading Material - 211-13-6329-71-101 - \$486	Certificates issued by ESC 16 and other trainings	Each semester	

2015-2017 District Improvement Plan						School wide Components	
Goal: Staff Development: Provide staff development opportunities for all personnel to meet identified needs of all students in order to increase student performance.						NA - Needs Assessment	
Objective #6: 100% of RRISD professional staff will be provided with training to meet the needs of all student groups.						R-SW Reform Strategies	
Summative Evaluation: Staff development record, surveys, personnel files, highly qualified worksheets, and principal attestations.						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
PD	7. Provide training in Special Education: <ul style="list-style-type: none"> • Confidentiality • Handle with Care • Behavior Committee & BIP Team • Inclusion • Response to Intervention (RTI) 	District Special Ed Director	Scheduled in-service days, scheduled comp days, and ESC 16 training schedules from June 2015 through May 2017	Special Education Funding, in general funds, and in Title I set aside	Session evaluations; yearly review of procedures and compliance issues	Annual	

2015-2017 District Improvement Plan							School wide Components	
Goal: Staff Development: Provide staff development opportunities for all personnel to meet identified needs of all students in order to increase student performance.							NA - Needs Assessment	
Objective #6: 100% of RRISD professional staff will be provided with training to meet the needs of all student groups.							R-SW Reform Strategies	
Summative Evaluation: Staff development record, surveys, personnel files, highly qualified worksheets, and principal attestations.							HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue							PD-Professional Development	
							AHQ-Attract Highly Qualified	
							PI-Parental Involvement	
							T-Transitional Programs	
							A-Teachers & Assessments	
							M-Student Assistance	
							C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **	
PD/A/M/C	8. Dyslexia training for Dyslexic Coordinator to improve reading across the district	District Specialist	Sept. 2015- June 2017	Region 16 Contract and Scottish Rites Training 199-13-6411-41-999-799 \$1600	campus administrator evaluations, walk throughs, and Regions 16 coaches	Monthly		
PD/A/M	9. Writing training for ELA Teachers across the district to improve student writing across the district.	Teachers	Sept. 2015- June 2017	Local Funding	campus administrator evaluations, teacher walk throughs, and Regions 16 coaches	Monthly		

2015-2017 District Improvement Plan							School wide Components	
Goal: Staff Development: Provide staff development opportunities for all personnel to meet identified needs of all students in order to increase student performance.							NA - Needs Assessment	
Objective #6: 100% of RRISD professional staff will be provided with training to meet the needs of all student groups.							R-SW Reform Strategies	
Summative Evaluation: Staff development record, surveys, personnel files, highly qualified worksheets, and principal attestations.							HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue							PD-Professional Development	
							AHQ-Attract Highly Qualified	
							PI-Parental Involvement	
							T-Transitional Programs	
							A-Teachers & Assessments	
							M-Student Assistance	
							C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **	
PD/A/M	10. Math training for Math teachers to improve Math throughout the district	Teachers	Sept. 2015- June 2017	Local Funding	campus administrator evaluations, teacher walk throughs, and Regions 16 coaches	Monthly		

2015-2017 District Improvement Plan							School wide Components	
Goal: <i>Student Guidance and Counseling:</i> River Road ISD will improve guidance and counseling programs for all students.							NA - Needs Assessment	
Objective #7: River Road ISD will provide a quality guidance and counseling program to ensure all students receive a graduation diploma or its equivalent.							R-SW Reform Strategies	
Summative Evaluation: Graduation rates and GED records.							HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue							PD-Professional Development	
							AHQ-Attract Highly Qualified	
							PI-Parental Involvement	
							T-Transitional Programs	
							A-Teachers & Assessments	
							M-Student Assistance	
							C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **	
A C M	1. Offer pregnancy related services and compensatory education for home	Administration; Teachers, Counseling Services	Sept. 2015- June 2017	Local Funds	Records of services offered, Counselor's records	Each six weeks		
C M	2. Expand and support a dating and teen violence program	Campus Counselor, MS Assistant Principal	Sept. 2015- June 2017	Local Funds	Record of program activities, Counselor's records	May 2016 May 2017		
C	3. Schedule Career Awareness Activities at all campuses.	Campus Counselor, Campus Principals	Sept. 2015- June 2017	Local Funds	Record of activities and attendance	May 2016 May 2017		

2015-2017 District Improvement Plan							School wide Components
Goal: <i>Student Guidance and Counseling:</i> River Road ISD will improve guidance and counseling programs for all students.							NA - Needs Assessment
Objective #7: River Road ISD will provide a quality guidance and counseling program to ensure all students receive a graduation diploma or its equivalent.							R-SW Reform Strategies
Summative Evaluation: Graduation rates and GED records.							HQ-Highly Qualified
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue							PD-Professional Development
							AHQ-Attract Highly Qualified
							PI-Parental Involvement
							T-Transitional Programs
							A-Teachers & Assessments
							M-Student Assistance
							C-Coordination of Programs
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A C	4. Red Ribbon Week at all campuses	Campus Counselor	Sept. 2015- June 2017 each Nov.	Local donations/PTO	Record of Activities, Assemblies held	Annual following activities	
T	5. Transition activities at each campus	Campus Counselors Principals	Sept. 2015- June 2017 each May	Local Funds	Counselors Activity Report	Annual following activities	
M C	6. Provide a suicide prevention program	Campus Counselors Principals	Sept. 2015- June 2017	Local Funds	Record of activities held	Annual following activities	
T M C	7. Continue drop out reduction plan.	Campus Counselors Principals	Sept. 2015- June 2017	Local Funds	Record of activities held	June 2016 and June 2017	

2015-2017 District Improvement Plan

School wide Components
 NA - Needs Assessment
 R-SW Reform Strategies
 HQ-Highly Qualified
 PD-Professional Development
 AHQ-Attract Highly Qualified
 PI-Parental Involvement
 T-Transitional Programs
 A-Teachers & Assessments
 M-Student Assistance
 C-Coordination of Programs

Goal: Discipline: River Road ISD will maintain a safe, drug-free, and disciplined environment.

Objective #8: Maintain a safe, disciplined, drug-free/discrimination-free environment conducive to student learning. Disciplinary incident reports will decrease by 5%.

Summative Evaluation: PEIMS Discipline Data and Discipline Referral Data

****Evaluation Progress Key:** 1. Accomplished 2. Considerable Progress 3. Some Progress
 4. No Progress 5. Discontinue

SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
M C	1. Provide character education programs and learning experiences: - PBI - Tobacco Free Amarillo - Teen Leadership - Fred Jones Training DUC/CHAMPS - Dating and Teen Violence Program	Grade Level Teams, Campus Counselor, Campus Administrator, HS Facilitator	Sept. 2015- June 2017	Local Funds	Monitoring of discipline reports and student grades	Every 6 Weeks	
NA C	2. Data disaggregation of disciplinary files	Campus Principals	Sept. 2015- June 2017 each June	Local Funds	PIEMS 425 discipline report	July 2015, July 2016 and July 2017	

M C T	3. Implement PAL program	HS Facilitator, Star Team	Sept. 2015- June 2017	Local Funding	Pre and Post Program Surveys; At-risk criteria	June 2016 and June 2017	
PD A	4. Provide professional development as needed in classroom management	Administration	Sept. 2015- June 2017	ESC 16 training from general funds	Monitoring of discipline reports and TTES/classroom walk-throughs,	per six weeks	

2015-2017 District Improvement Plan						School wide Components	
Goal: <i>At-Risk:</i> River Road ISD will identify and serve At-Risk students appropriately.						NA - Needs Assessment	
Objective #9: All students identified as At-Risk will receive opportunities for accelerated learning.						R-SW Reform Strategies	
Summative Evaluation: STAAR results, STAAR-A, STAAR-M, STAAR-ALT, NWEA results, Benchmark testing results, STAAR Testing and Simulation results, TEKS Resource System Simulation results, Student failure rates, Fontes and Pinnell reading Inventory, NWEA and COMPASS						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
R-SW T M	1. Assessment will drive instruction RTI • Assessment results • Benchmark assessments	Principals RTI • Teams Assistant Superintendent	Sept. 2015- June 2017	NWEA STAAR results Running records and other teacher data TEKS Resource System assessments DMac software	STAAR Results Benchmarks Results NWEA Results	Annual 6 Weeks	

NA M R-SW	2. Provide academic support for students identified as At-Risk.	Principals Teachers	Sept. 2015- June 2017	Title I, Part A for staff salaries at RHES and WV; Comp Ed Funds for salaries	Academic progress of At-Risk students	Each 6-weeks from Sept. 2015- June 2017	
PD	3. Provide training in the state and local At-Risk indicators	Campus Administration	Sept. 2015- June 2017	Staff	Documentation of training provided	Sept. 2016 and Sept. 2017	
R-SW T M	4. Provide Summer School for those students at-risk of being retained due to SSI	Principal Teacher	June 2012 and June 2014	Local Funds	Retention Reports	July 2015, July 2016 and July 2017	
M NA	5. RTI committee develops interventions as needed for success	RTI team	Sept. 2015- June 2017	Local Funds	Benchmark and Baseline Testing	Fall, Winter and Spring	

At Risk Codes for River Road ISD

1. PK-3 Readiness Test
2. 7-12 two subject failure
3. Previous retention
4. STAAR Failure
5. Pregnant or Parent
6. AEP last or current year
7. Expelled last or current year
8. On parole, Probation, deferred prosecution, conditional release
9. Previously dropped out
10. LEP
11. In custody of DPRS, or referred during current year
12. Homeless
13. In a residential placement facility last or foster group in either the current year or previous year

2015-2017 District Improvement Plan						School wide Components	
Goal: Recruitment: River Road ISD will recruit and retain highly qualified teachers.						NA - Needs Assessment	
Objective #10: River Road ISD will hire and retain highly qualified staff to ensure an appropriate education for all students.						R-SW Reform Strategies	
Summative Evaluation: TTES/walk throughs, PEIMS discipline report, all testing results and end of year surveys by student, parent and communities						HQ-Highly Qualified	
						PD-Professional Development	
						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue							
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
AHQ	1. Attend teacher job fairs, post vacancies on multiple sites, and maintain a web site for active recruitment of highly qualified staff.	Administration, Technology Dept., and Site Base Team	Sept. 2015- June 2017	Local Funds	Number of positions posted, applications completed, and documentation of job fairs attended.	Annually	
AHQ	2. Offer incentives for teachers in "high needs" areas	Principal Assistant Superintendent	May 2015 - Aug. 2017	Local Funds	Retention rate of teachers in "high needs" areas	Annually	

HQ AHQ	3. Participate in ESC 16 New teacher Mentor Program.	Assistant Superintendent, Campus Principal	Sept. 2015- June 2017	Local Funds	Mentor assignment Mentor feedback Documentation of Mentor Program activities	Dec. 2016 and Dec. 2017	
HQ	4. All students will be taught by a teacher who is highly qualified	Principal Assistant Superintendent	Sept. 2015- June 2017	Local Funds, Title I-A funds and Title II-A funds	Teacher certification records	June 2014 - May 2015	
HQ AHQ	5. Assist teacher in receiving or maintaining certifications through alternative programs, coursework, professional development, and EXCET/TEXES testing.	Principal Assistant Superintendent	June 2015 - May 2017	Local Funds	Teacher certification records	Aug. 2014, Dec. 2016, Aug. 2017, Dec, 2017	
HQ	6. Ensure all staff receive research based professional development.	Principal Assistant Superintendent	June 2015- June 2017	ESC 16 training from general funds and from Title I set aside	Professional development records	June 2015, Jan. 2016, June 2016, Jan. 2017	
	7. Beginning and End of Year Recognition and Awards for all district staff to help maintain a growing and positive culture	Principal Assistant Superintendent	June 2015- June 2017	Local Funds	Sign-In Sheets	August 2015 June 2016 August 2016 June 2017	

2015-2017 District Improvement Plan

School wide Components

Goal: Communication: Foster positive community, parent, teacher and student communications and relationships.

NA - Needs Assessment
R-SW Reform Strategies

Objective #11: 100% of parents will receive communication from their child's teacher at least 4 times per year.

HQ-Highly Qualified
PD-Professional Development
AHQ-Attract Highly Qualified

Summative Evaluation: End of the year surveys, parent contact logs, and sign in sheets for parent conferences.

PI-Parental Involvement
T-Transitional Programs

**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress
4. No Progress 5. Discontinue

A-Teachers & Assessments
M-Student Assistance
C-Coordination of Programs

SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
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C NA	1. Parents will be provided access to information through a wide variety of sources including RRISD web site, District Newsletters, School Messenger, SkyWard, edline teacher pages, parent conferences, and written, verbal and e-mail communications.	Administration, Teachers, Staff,	Sept. 2015- June 2017	RRISD web site, school messenger phone system, parent/teacher conferences, District Newsletter, text blasts, edline teachers pages, Skyward and mailings.	School Message Report Teacher conference logs RRISD web site hits District Newsletters	Annually	
PD PI	2. Teachers will be trained in Parental Involvement techniques and strategies and the importance of parental involvement	Principal ESC 16 Teacher mentors	Sept. 2015- June 2017	Local training	Documentation of trainings held, certificates issued by ESC 16 and sign in sheets for local training	Annually	
NA PI	3. RRISD will encourage the gathering of parent e-mail addresses, as a part of the registration process, in order to facilitate teacher/parent communication.	Principal Registrar Counselor	Sept. 2015- June 2017	Local funds	Number of e-mails collected Teacher contact logs	Each 6-weeks	

2015-2017 District Improvement Plan						School wide Components	
Goal: Migrant/ <i>Homeless</i> : Title I Part A funds will be reserved to support homeless students academically.						NA - Needs Assessment	
Objective #12 All identified homeless students will receive appropriate services according to McKinney Vento.						R-SW Reform Strategies	
Summative Evaluation: Family Survey and Student Residency Questionnaire						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
M C	1. Provide support services for students designated as homeless as needed <ul style="list-style-type: none"> • school supplies • clothing • information on support services in the area • transportation to home school • access to medical/dental services 	Homeless Liaison, Attendance Clerk, Administration	Sept. 2015- June 2017	Local Funding and Title I-A 211-11-6399-00-424-000 - \$800 (200 per campus) 001-HS, 101-RH, 102-MS, 103-WV / Actual Expenditures RH-\$153 and WV-\$145	Documentation of homeless students receiving assistance	At the beginning of each semester and upon enrollment	

T M	2. Students that are identified as homeless will be enrolled immediately	Homeless Liaison, Attendance Clerk, Administration	Sept. 2015- June 2017	Local Funding	Identification Documents	upon enrollment	
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2015-2017 District Improvement Plan

School wide Components

Goal: Technology: River Road ISD will provide students with technological experiences through student and teacher use of technology in various activities.

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

Objective #13 River Road ISD will develop strategies to meet performance descriptions in the Technology applications TEKS, as well as, the content area TEKS.

Summative Evaluation: STAAR results

****Evaluation Progress Key:** 1. Accomplished 2. Considerable Progress 3. Some Progress
4. No Progress 5. Discontinue

SW Comp	Actions/ Strategies	Person's) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A C	1. Integrate ongoing planning for technology into all campus and district classrooms.	Teachers, Parents, Technology Staff	Sept. 2015- June 2017	Local Funds	RRISD Curriculum usage	Every 6 weeks	
PD NA SWR	C 2. Provide training in the integration of technology in the classroom	Principals	Sept. 2015- June 2017	ESC 16 training from general funds	Certificates issued by ESC 16	January 2016 June 2016 January 2017 June 2017	

A C	3. Provide access to staff and students to the best available electronic information resources. Continue to expand all areas in the classrooms, libraries, and other appropriate sites. Continue to develop independent stations.	Teachers, Parents, Technology Staff	Sept. 2015- June 2017		Annual classroom inventory sheet	Annually	
PI, T PD	4. Edline training (class websites) for all teachers	Administration, Technology	2015-2017	Local Funds	Parent surveys	Annually	