

ROBERT LEE SCHOOL

Campus Improvement Plan

2021-2022

Approved

October 19, 2021

Date of School Board Approval

LEGAL REFERENCES

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

MISSION STATEMENT

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

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

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

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

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

VISION STATEMENT

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

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

BOARD GOALS

Robert Lee ISD will:

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

Planning and Decision Making Committee

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

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

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

DISTRICT ESSA REQUIREMENTS

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

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

Robert Lee ISD determines Title I eligibility and rank/serve order through number of children eligible for free and reduced-price lunches.

Schoolwide Programs [*Sec. 1112(b)(5)*]: The schoolwide program will provide for a Title I teacher to help students in elementary read at grade level. The program will be a pull out program for students identified as struggling or below grade level in reading. Lexia will be utilized to help remediate these students as well as other strategies determined by the Title I teacher.

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

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

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

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

☐ **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:

- Annual Title I meeting
- Flexible number of meetings
- Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
- Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents

☐ **School-Parent Compact** [ESSA Sec. 1116(d)]

- Describe school's responsibilities to provide effective learning environment
- Describe ways in which parents will be responsible for supporting student learning
- Address importance of communication
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)

☐ **Build Capacity for Involvement** [ESSA Sec. 1116(e)]

- Provide assistance in understanding academic standards and assessment and how to monitor child's progress
- Provide materials and training to help parents work with children to improve achievement
- Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
- Coordinate/integrate parent involvement programs, as feasible
- Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
- Provide other reasonable support for parental involvement activities

☐ **Accessibility** [ESSA Sec. 1116(f)]

- Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

Comprehensive Needs Assessment

<u>District Goals</u>	<u>Date</u>	<u>Attending</u>	<u>Data Sources</u>
Robert Lee ISD will obtain a Met Standards rating in 2022	July 13, 2021 4:00 P.M. Board Room	David O'Dell Lee McCown Denise Roberts Sandy Sawyer Kellye Duncan Amber Bosworth Katie Drennan Mary Ann Hill Sally Gloria Billy Whyburn Mandi McCown Aaron Hood	STAAR Results
All students in Robert Lee ISD will graduate from high school.	May 2022		Graduation Rate
All students in Robert Lee ISD will be educated in a learning environment that is safe, drug free, and conducive to learning with an atmosphere free from harassment and bullying.			Annual survey results, discipline records, School Safety & Security checklist

At Robert Lee ISD, all students will be taught by Highly Qualified teachers.

Parents and community will be partners in the education of Students in Robert Lee ISD

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

Additional Program Planning and Evaluation Meetings:

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

Gifted and Talented – David O'Dell, Aaron Hood, Mandi McCown, Kellye Duncan

Career and Technology – Aaron Hood, David O'Dell, Mandi McCown

Personnel records, staff development records

Parent surveys, documentation of meetings

TAPR reports, Student progress reports, parent surveys

Summary of Findings

A review of data sources indicates a need to develop activities and strategies to help all students and student groups pass all portions of the state assessment. The data also indicated that K-12 Economically Disadvantaged, Hispanic, and At-Risk students need to be a focus for the district. We also need to work on attendance since hit by COVID-19 and work on female participation in extracurricular activities. Reading in elementary needs to be a focus with direct reading instruction. Measures for ensuring that all students are educated in learning environments that are safe, drug free and conducive to learning will be taken. The data indicates that a dropout rate of at or near 1% has been maintained repeatedly. However, strategies will be planned to make certain that a satisfactory rate is maintained.

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

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

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

State Compensatory Education

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

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

A student under 21 years of age and who:

1. Did not perform satisfactorily on Readiness Test (PK-3rd Grade)
2. Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester (Grades 7-12)
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on state assessment. Or has failed STAAR in prior year and currently has pass; however, has not passed by the 110% Rule.
5. Is pregnant or is a parent
6. Is/Was in AEP (preceding or current year). Section 37.006
7. Is/Was expelled in preceding or current school year. Section 37.007.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported to PEIMS as a dropout.
10. Is an LEP student.
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official.
12. Is homeless, as defined by Title X, Part C, Section 725(2).
13. Resided in preceding or current 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. Incarcerated or parent/guardian has been incarcerated during the student's lifetime, per Penal Code Section 1.07.
15. Is enrolled in a school district or open-enrollment charter school that is designated as a dropout recovery school under Section 39.0548.

The 2021-2022 SCE allotment for Robert Lee ISD is \$252,791. The RLISD allotments include \$111,306 for district-wide teacher salaries, \$10,000 is used to purchase instructional supplies/materials enhance the instructional progress of at-risk students, \$4,889 for student career exploration, and \$15,000 for cost of academic recovery. \$15,000 is used for Non-Disciplinary Alternative Educational Placement to assist at-risk students unable to continue their regular instruction in the regular classroom. This is due to various non-disciplinary academic problems that necessitate them being assigned to the Fairview Alternative Education Program. Allotment also includes \$6,965 for counselling of at-risk students and \$10,304 for at-risk coordinator.

FTEs – 1.98 total FTEs

Entry/Exit

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

Federal, State and Local Funding Sources

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

Title I, Part A – Elementary School wide K-6	\$ 51,120
Title II	\$ 6,867
Title IV	\$ 10,000
Small Rural Schools	\$ 24,807
ESSER II	\$177,597
ESSER III	\$398,857

Goal 1: *Robert Lee ISD* will obtain a Met standards rating in all areas of the TEA accountability system for the SY 2022

Objective 1: By May 2022 our raw score for all portions of the STAAR test will be greater than 70.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
STAAR Tutorials, supplemented by TEKS resource system, grades 4-6 Teachers/Aides provide a Daily 50-minute block of accelerated math, language arts, science, and social studies instruction to enhance test-taking skills and mastery of the TEKS in preparation of taking the STAAR.	Principal	Monitored in November 2021 and February 2022	.44 FTE Teachers \$18,510	Passing grades at end of semester. Daily work and teacher made tests. Review of three and six-week grade reports.
3rd – 12 th grade students who did not meet the STAAR standard or are identified as struggling will receive tutorial assistance, supplemented by TRS, IXL Math, Plato, Eduphoria and A+ software in mastering the TEKS objectives.	Principal	Monitored in November 2021 and February 2022	Local Funds ESSER Funds State Comp Ed Small Rural Schools	Passing grades at end of semester. Daily work and teacher made tests. Review of three and six-week grade reports.
Goal 1 continued				

Support K-8th Grade objectives by obtaining access to TRS	Superintendent Campus Principals	June 1, 2021	Local Funds, SCE funds, Title I federal funds	Passing grades at end of semester. Daily work and teacher made tests. Review of three and six-week grade reports.
Support Title I, Part A Schoolwide Program-Grade PK-12 SCE funds and programs are being coordinated with the Title I, Part A Schoolwide program to upgrade the entire educational program at the school.	Principal	2021-2022 each six weeks	Supplies and Materials \$10,000 SCE funds Small Rural Schools	Passing grades at end of semester Daily work and teacher made tests
At-Risk Coordination – Grades PK-12 Coordinates the SCE program identification and evaluation data.	Counselor	Monitored in October 2020, November 2020, February 2021, and March 2021	Local SCE Funds	Activities are accomplished in accordance with the SCE timelines.
Students in grades 3-11 will take practice test/benchmark tests throughout the year to assess individual progress toward STAAR objectives and to guide the development of individual learning plans.	Principal	Two benchmark exams given during the school year 2021-2022	TEA interim assessments/ Teacher made tests	Student improvement demonstrated on successive test administration. Students at risk of failing identified.

Teachers will use disaggregated STAAR data to identify individual and program strengths and weaknesses in order to prepare students for assessing yearly progress	Eduphoria-aware, data available from Test Coordinator Principal	Monitored in October 2021, February 2022, and March 2022	Eduphoria-aware, Item Analysis reports	Personal Growth Plans (PGP) will be developed for students at-risk of failing.
LEP students will have equitable access to all programs, curricular, and extracurricular, and resources.	ESL Coordinator	Monitored in September 2021, November 2021, January 2022, and April 2022	ESL Literacy Program, Home Language Survey, Woodcock Munoz Testing, ESC LPAC Materials	Percent of LEP students in programs and activities will increase by 25%
Ensure all teachers are provided with and are teaching the TEKS.	Principal	Monitored each six weeks grading period.	TEKS from TEA website or copies in teacher workroom	Lesson plans, textbooks, and scope and sequence indicate TEKS are being taught.
Goal 1 cont.				
Conduct annual special education program evaluation	Special Ed Teachers	May 2022	Robert Lee ISD and Small Schools Coop	Regular classroom visits by Small Schools Coop staff.
Special Education diagnostic staff will observe students in the classroom in order to collaborate with teachers to link	Superintendent	Before January 2022	Small Schools Coop PBMAS & AEIS	Regular classroom visits by Small Schools Coop staff.

assessment with instruction. (CAP matrix component-timelines for initial evaluation)				
Instructional staff will participate in staff development for the purpose of aligning curriculum with TEKS and STAAR.	Campus Principals and Superintendent	Summer 2022	Release Tests and Locally Developed Tests	Student progress assessed and those at risk of failing indentified.
Purchase of Classroom Technology equipment to engage student learning.	Superintendent Campus Principal	Dec 2021	Local Funds SCE Funds Small Rural Schools	Implementation in 2021 and beyond. Student progress is increased.
Careers – This program is designed to develop a sense of responsibility and study habits to become better students and citizens.	Principal	End of each six-week grading period	<i>SCE Funded .11 FTE Teachers \$4,889</i>	Six-week progress reports
Goal 1 cont.				
Fairview Non-Disciplinary AEP- This is a special program to	Principal	End of each six-week grading period	<i>SCE Funded Contract \$15,000</i>	Six-week progress reports

prevent students who are unable to function in the regular classroom from dropping out of school. Students work at their own pace in small classes.				
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Summative: Robert Lee ISD will meet standard on the 2022 STAAR test.

Goal 2: At Robert Lee ISD all students* will be taught by highly qualified teachers by 2022

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
All current paraprofessionals will be provided the opportunity to meet a rigorous standard of quality and to demonstrate through a formal assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness.)	Superintendent	All instructional staff are highly qualified as of the fall submission of 2021.	ESC XV –Title I funds Title II funds	Records indicating completion of academy and passing of competency tests.
Goal 2 continued				

<p>All newly hired paraprofessionals will have (1) completed two years of study at an institution of higher education; (2) obtain an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate through a formal assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness.)</p>	<p>Superintendent</p>	<p>Fall of 2021</p>	<p>ESC XV – Title funds Title II funds</p>	<p>Personnel records verifying required standards are met.</p>
<p>Incentives will be provided for teachers to obtain multiple certifications in areas of high need and scarcity.</p>	<p>Superintendent</p>	<p>December 2021 and Summer 2022</p>	<p>Innovative Funds to pay for certification</p>	<p>Test reports and teacher certification records indicating certification.</p>
<p>Goal 2 continued</p>				

Teachers, principals, and administrators will be provided opportunities to participate in sustained, intensive classroom focused professional development to address the learning needs of all students.	Training records maintained by Principal, and central office staff.	At least two days throughout the school year with on-site implementation and follow-up	ESC XV Title II Part A	Certificates or other documents indicating attendance.
Professional staff and instructional aides will participate in staff development related to: the instruction of students with disabilities, providing the least restrictive environment, and providing supplementary aids and services.	Principal Superintendent	August annually	Small Schools Coop	Professional Development staff records
Teachers and administrators providing services to gifted and talented students will obtain required hours to staff development in gifted and talented education.	Principal	Summer 2022	ESC Staff	Training records indicating required hour.

Goal 2 continued				
GT support will be given by GT Teacher	Principal	At least bi weekly	GT Funds Local Funds	Documented GT Instruction
District staff will determine which teachers are highly qualified and certified and which teachers need additional certification or training.	Principal	Examining records yearly and yearly evaluation of new staff.	Personnel records	Completion of preliminary report by November 2021 and final report by June 2022. Yearly evaluation of new staff.
Develop individual plans for assuring that all teachers are certified and highly qualified.	Principal	By completion of summative conferences	Personnel Records	All teachers have a plan in place for becoming certified and highly qualified by June 2022.

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

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

Objective 2: Procedures for preventing and management of school emergencies will be reviewed and updated by May 2022.

Objective 3: Staff members will participate in professional development to foster a school climate that is safe, drug free, and conducive to learning by May 2022.

Objective 4: _Accessibility to district facilities will be improved by May 2022.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide opportunities for CPR and First Aid training for staff members.	Superintendent	Training provided annually, certification must be renewed every other year	Local funds	Training records indicating all staff members trained in First Aid and CPR.
Utilize drug dogs to detect illegal substances on campus.	Superintendent	Randomly August 2021-May 2022	Local funds	Number of violations recorded throughout the year.
The school safety checklist will be used to assess school safety and security.	Superintendent School Health Advisory Committee	ESC XV – District Safety Audit completed before January 2, 2022	School Safety Checklist – ESC XV	Completed checklist with suggestions for revisions to crisis plan.

Goal 3 continued				
Based on the needs identified on the school safety checklist, the Crisis Intervention Plan will be updated annually and procedures for handling crises will be practiced periodically	Superintendent Principal	Updates provided annually within first month of school. One or more emergency procedures practiced at least once each semester.	School District Emergency Operations Plan (EOP)	Updated plans and record of procedures practiced.
Based on safety concerns identified on the school safety checklist and on the SDFSC survey, a list of prevention and intervention strategies that support a safe and secure learning environment will be developed.	Superintendent School Health Advisory Committee	3-5 times annually	Safe and Drug Free Schools	Records of activities and report of SDFSC activities on the end of Year evaluation.
All professional and paraprofessional staff members will receive training in district discipline policies, practices, student code of conduct, conflict resolution, and classroom management.	Superintendent Principal	August 9 - 13, 2021	Student Code of Conduct and Student Handbooks	Roster indicating attendance by professional and paraprofessional staff members.

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

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

Goal 4: All students* in Robert Lee 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 at least 90% of Freshmen (100% by SY2021-2022) will be in a Endorsed School program. (ESEA Performance Indicators. 5.1, 5.2)

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Students will have information about career and higher education opportunities to help them develop informed curriculum choices.	Principal	At least once annually for upper elementary before Junior High and before high school students complete fall course selections.	Graduation Program handouts. Counseling provided by RLISD administration.	Number of students enrolled in the Recommended and Distinguished Achievement graduation programs.
Provide counseling services to at-risk Students at all grade levels.	Principal	As indicated by need August - May	At-risk indicators	Records indicating the number and types of contacts made.
Develop at-risk profile Charts for all at-risk Students and share profile information with professional staff.	At-risk coordinator	Spring semester 2022 By October PEIMS Submission, Fall 2021		Individual folders with At-risk profiles for all Students identified as at-risk using state Criteria.
Opportunities for students to accelerate their education on a limited basis through the Fairview Accelerated Coop.	Principal	Annual contract with Fairview from August 2021 to May 2022.	SCE Funds \$15,000	Student handbooks describe accelerated opportunities.

Goal 4 continued				
To provide a variety of placement options for students with severe disabilities (Least restrictive environment).	Superintendent	By August 2021	Small Schools Coop	Individual Education Plans (IEP) reflect most appropriate placement for students with severe Disabilities.
Identify homeless students and ensure they have school supplies, transportation, free/reduced lunch status, and contact with available community resources.	Homeless Liaison	Surveys distributed with registration papers in each office.	Resources available through Texas Homeless Education Office and the National Center for Homeless Education. Local Funds	List of homeless Students and services needed and provided.
Pregnant students will be identified to reduce dropouts and to maintain grade levels.	Principal	August 2021– May 2022	Fairview facilities and teachers, homebound materials and teachers, PRS as required by law.	Students will be monitored for attendance, behavior, and attitude. Monitoring of three week grades and successful completion of six week, semester, and yearly coursework.
Students who are considered at risk of not graduating will be given the opportunity to use Plato software for course credit recovery.	Campus Principals	January 1, 2022	Local Funds SCE funds Small Rural Schools	Passing grades at end of semester. Review of three and six-week grade reports. Progress reports generated by Plato software.

Summative: Less than 1% dropout rate and at least 90% of all students in a RLHS endorsement program

Goal 5: Parents and Community will be partners in the education of students at Robert Lee School

Objective 1: By May 2022, at least 90% of all students'* parents and/or family members will participate in at least one opportunity to be a partner in the education of their child(ren).

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
A continuum of activities will be offered to provide opportunities for parents and community partnering in the education of Robert Lee ISD students.	Superintendent	At least once each six Weeks (minimum of 6 Times annually	Calendar of events	Sign in sheets and other documents indicating parental participation.
Parent conferences will be held for all students 3-6 considered at-risk for failing STAAR.	Campus Principals	Monitored October 2021, February 2022, and April 2022.	Title I Family Compacts TPRI results Individual testing reports, practice tests, and TEA Parent info.	Records indicating the number of parents attending.
A variety of communication tools will be used to inform parents and community members of opportunities to participate in student activities.	Superintendent	At least once a month August – May	Parent newsletter Report card messages	Record of attendance of school events.

Goal 5 continued				
Inform parents of special education students of program policies and procedures and provide information on STAAR.	Small Schools Coop Director Small Schools Coop Diagnostician	Spring semester 2022 during Annual ARDs or regularly scheduled parent meetings.	Booklet	Meeting notification, records of attendance and record of booklets Distributed.
Inform special education students and parents of the availability of transition services.	Small Schools Diagnostician Campus Principals	Spring semester 2022	List of identified services	Review of transition services at the annual ARD meeting.

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

Goal 6: Robert Lee ISD will achieve an attendance rate of 97% or greater by the school year 2021-2022.

Objective 1: The district will achieve an attendance rate of 97% or greater by May 2022.

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

Summative: Annual attendance rate of 97% or better. 100% STAAR test attendance.

Goal 7: Robert Lee ISD will establish a campus atmosphere free of all forms of harassment and bullying including teen dating violence.

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

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

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

Note: This policy addresses discrimination, harassment, and retaliation against District students. For provisions regarding discrimination, harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

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

Prohibited harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other

negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sex-Based Harassment

As required by law, the District shall follow the procedures below at Response to Sexual Harassment—Title IX upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX. [See FFH(LEGAL)]

Sexual Harassment

By an Employee

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

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

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

By Others

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

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

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

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

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

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

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

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

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

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA /

Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a

District employee or another adult.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Sexual Harassment—Title IX.

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

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation

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

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

Criminal Investigation

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take

additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

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

Appeal

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

Response to Sexual Harassment–Title IX

General Response

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual

harassment;

8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Goal 8: Robert Lee ISD will establish programs to ensure a smooth transition for students from early childhood programs to local elementary school programs and elementary programs to Junior High/High School programs.

Objective 1: To provide a smooth transition from the Pre-K program to the RLISD school program.

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

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

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

Goal 9: Robert Lee ISD shall follow nutrition guidelines that advance student health and reduce childhood obesity and shall promote the general wellness of all students through nutrition education, physical activity, and other school-based activities.

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

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

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

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

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: Robert Lee ISD
Region: 15

Priority for Service (PFS) Action Plan

School Year: 2021 - 2022

Filled Out By: Robert Lee Administration
Date: 08-20-2021

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><u>Goal(s):</u></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><u>Objective(s):</u></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
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	July1-August 30	NGS Data District Migrant Contact	Monthly PFS Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	July1-August 30	District Migrant Contact	Signed PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> 			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> 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	District Migrant Contact	PFS Action Plan Sign In Sheets/Emails/Monthly PFS Reports/Online platforms
<ul style="list-style-type: none"> 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	Sign-In Sheets/Zoom chat/Emails/phone logs/
<ul style="list-style-type: none"> 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	PFS Parent Form
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> 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	District Migrant Contact	PFS Reports Emails/ District Contact log
<ul style="list-style-type: none"> 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	District Migrant Contact	Emails Documentation Community Resource List/Supplemental/Instruc tional Distribution Forms
<ul style="list-style-type: none"> 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	Student Participation List, Invoices, Sign In logs
Additional Activities			
<ul style="list-style-type: none"> Provide parents with community resources and services. 	July 1-August 30	District Migrant Contact	Community Resource list Agency Information

LEA Signature

Date Completed

ESC Signature

Date Received

GLOSSARY OF TERMS

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

AEIS is the state's Academic Excellence Indicator System.

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

AEP refers to the Alternative Education Program

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

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

ARRA refers to the American Recovery and Reinvestment Act of 2009

AMI refers to Accelerated Math Instruction

ARI refers to Accelerated Reading Instruction.

BE refers to Bilingual Education.

CTE refers to Career and Technical Education.

DAEP refers to the District Alternative Education Program, Fairview.

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

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

EOP refers to the District Emergency Operations Plan

ESC refers to the Educational Service Center Region XV.

ESL refers to English as a Second Language.

FTE is a full time teaching employee.

G/T refers to Gifted and Talented.

HB refers to a House Bill

IDEA is the Individuals with Disabilities Education Act.

K refers to kindergarten.

LEP refers to Limited English Proficient.

LPAC refers to the Language Proficient Assessment Committee.

MEP refers to the Migrant Education Program.

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

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

PEIMS is the Public Education Information Management System.

PGP refers to Personal Graduation Plans

PK refers to Pre-Kindergarten

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

PRS refers to Pregnancy-Related Services.

RLISD refers to the Robert Lee Independent School District.

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

SB refers to a Senate bill.

SBEC is the state business education coalition.

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

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

STAR refers to School Technology and Readiness

STAAR refers to the State of Texas Assessments of Academic Readiness

SY refers to School Year

TASB is the Texas Association of School Boards.

TEJAS LEE is the Spanish version of the TPRI.

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

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

UIL refers to the University Interscholastic League