

Rock Prairie Elementary

Annual Campus Improvement Plan
2021-2022



Board Approval Date: TBD

Mission Statement

Success Each Life, Each Day, Each Hour

Vision

CSISD learners, teachers, leaders and the community collaborate to foster lifelong learning through relevant growth opportunities and meaningful relationships. Together we prepare our learners for their own unique success each life, each day, each hour.

CSISD Board Beliefs and Commitments

We believe the purpose of education is to develop productive citizens.

CSISD will...

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

We believe educators and students can be lifelong learners, who are excited to engage in learning together.

CSISD will...

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

We believe relationships and communication are driving forces in education.

CSISD will...

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

We believe critical thinking, real world problem-solving and engaged learning are crucial to a learner's success now and in the future.

CSISD will...

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

We believe the skillful use of technology can enhance learning experiences.

CSISD will....

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

CSISD Board Goals

1. CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.
2. CSISD will elevate academic outcomes of historically underperforming student groups.
3. CSISD will enrich students' school experience by strengthening relationships between students, staff, and families.

4. CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.
5. CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.
6. CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

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<u>District Improvement Plan Acronyms & Definitions Sheet</u>	

Areas Examined	Summary of Strengths (What Strengths were identified?)	Summary of Needs (What needs were identified?)	Priorities (What are the priorities for the district?)
Demographics	<p>A school of approximately 620 students in 21-22, Rock Prairie is a diverse campus. Multiple cultures and languages are represented. The breakdowns are as follows:</p> <p>Total Enrollment-- 620 Males-- 49.7% Females- 50.3%</p> <p><u>Ethnicity</u> White- 42% African-American- 22% Hispanic- 20% Asian- 10% Two or more races- 3%</p> <p>Special Education- 14% Free/Reduced Lunch- 42% Gifted/Talented-- 6% ESL/LEP- 7%</p> <p>RP hosts a branch of the district's Life Skills program.</p>	<p>With such great diversity comes a diversity of unique needs- from language development, differentiation, extension, remediation, and inclusion. The campus must continue to strive to meet all of these needs.</p> <p>We have had student growth in the following populations this past year: African American, Special Education, Economically Disadvantaged students.</p> <p>Closing the achievement gap between high performing and low performing students in those demographics continues to be a need on our campus.</p>	<p>Our priorities for demographics this year is to address closing the achievement gap with our underperforming populations..</p>
Student Achievement	See data table after Appendix B.	<p>Continue to refine tier one instruction to provide a solid basis for all students.</p> <p>Explore multiple intervention methods to help students close the achievement gaps.</p> <p>Identify students in need of extra assistance as early as possible; provide assistance. (Utilize MAP, STAAR, and classroom data)</p>	<p>Continue to implement the use of MAP for tracking student progress throughout the year. Establish Professional Learning Community (PLC) groups to disaggregate data to determine next steps for students, ensuring all are meeting their potential.</p> <p>Provide training on support for students in special education and those from diverse backgrounds and in targeted intervention or</p>

			<p>enrichment for all students to ensure growth.</p> <p>Provide training and modeling of differentiation, emphasizing the importance of providing high level learning to students at the mastery level.</p> <p>Continue to strengthen Tier I and Tier II instruction by implementing best practices in guided instruction for math and reading.</p> <p>Continue to improve our co-teach model with special education students gaining exposure and experience with grade-level content while also receiving specialized instruction as appropriate.</p> <p>All students will participate in Thinker Time activities as a school-wide enrichment opportunity. Students will engage in STEAM learning activities that promote collaboration, problem-solving and creation.</p>
<p>Curriculum and Instruction</p>	<p>Implementation of MAP Growth and MAP Fluency aided our campus in better identifying and meeting students' individual needs. Teachers use this data to drive their daily guided instruction groups.</p> <p>Teachers use district curriculum documents to plan and pace instruction. As resources continue to be added to these documents, teachers familiarize themselves with the tools available resulting in strengthened instruction and lesson delivery.</p>	<p>Understanding of how to identify an academic need in a student and use the HMH / AVMR tools to understand the needed intervention.</p> <p>Continued implementation of "Empowering Writers", and vertical planning to align writing instruction on campus.</p> <p>MTSS resources will be identified and utilized in planning to help address areas of student need as identified through campus data.</p>	<p>Professional Learning in:</p> <ol style="list-style-type: none"> 1. Growth Mindset 2. Providing inspiration to students 3. Interventions 4. Reading Academies

Culture and Climate	Rock Prairie has always had a very tight-knit community, and expectations are very high from our parents AND staff. As the school continues to see demographic shifts, the school culture will adapt to the changing needs.	One of the main points of our staff development is to look at the book <u>Culturize</u> and establish campus norms in conjunction with the district's adoption of the new Framework for Success.	<ol style="list-style-type: none"> 1. The power of a positive culture 2. Growth Mindset 3. School-Wide expectations
Staff Quality and Retention	The Rock Prairie staff is an experienced group- a majority of the staff have at least 5 years of teaching experience. Many have advanced degrees, and some have administrative certifications. The amount of staff turnover- due to moves and retirements predominantly- was higher the past year.	One of the biggest concerns from the staff surveys was the amount of instructional support teachers receive- in the form of student intervention and professional learning. Both are addressed in the CP this year.	Create a consistent PLC time for the year- including time for vertical teaming- to ensure professional learning is high.
Technology	The school has added more devices the past two years than in the two years before. We would like to train folks in SAMR, and will be building both the device inventory AND the utilization of these devices.	We will continue to add devices- iPads and laptops, and have all teaching staff learn and be certified in Nearpod, as it can be used in conjunction with Schoology quite easily.	<ol style="list-style-type: none"> 1. Devices 2. Training in Schoology and Nearpod
Family/Community Involvement	As with most schools, 20-21 was a year that was not conducive to family engagement in some sense. We would like to extend many more opportunities to have our families get involved during and after school. We are ready to have our families be a REAL part of the campus again.	Identify events and times to get families back early and often. Communicate these events early and often, and solicit feedback.	We will continue to work towards recruiting more involvement from our diverse and "at-risk" families. We will return to and add on more Parent and Family Engagement opportunities (PArents Matter, Science Night, Reading and Math events) that build capacity and strengthen our partnership campus-wide. .

Data Used for District Comprehensive Needs Assessment

Please delete district data points and include all the things you have looked at and considered in the writing of your plan.

- STAAR
- PBMAS Report
- Failure Rates
- Attendance
- Professional Development Feedback
- PEIMS Discipline
- Teacher Retention
- Curriculum Documents
- CSISD Portrait of a Learner
- Schoology Participation Data
- District Benchmark Assessments(SS, Sci)
- TAPR
- Dyslexia Data
- CSISD Vision
- Special Education Data
- Counselor Input on Mental Health
- GT Demographics and Performance
- C.I.R.C.L.E Data
- CSISD Portriat of a Leader
- CSISD Parent Survey
- TELPAS
- Accountability Report
- Administrator Input
- CSISD Portrait of an Educator
- Educator Evaluations
- Rtl Data
- MAP Data
- Campus Survey
- CSISD Strategic Plan
- 504 Data

Goal: 1				CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.					
Specific Result 1.1				Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Audit instructional resources and strategically abandon those that are not being utilized.	Curriculum Coordinators; Dpt. Heads; Teacher Leaders; Campus Administrators	Classroom Impact Inventory	June 2021 - Dec. 2021	All	Streamlined list of resources with connection to the CSISD Framework for Success				
Develop protocols for the CSISD Framework for Success (learning innovation framework)	Engage2Learn	Engage2Learn	June 2	All	Complete framework				Title II Funds
Using a variety of data sources (end of year surveys, MAP data, etc.) campus principals will identify an area for instructional focus from the CSISD Framework for Success and plan for implementation	Campus Principals	Campus Instructional Implementation Plan	June 9 - June 2021	All	Campus instructional focuses; walkthrough data				
Carry out the Campus Instructional Implementation Plan	Campus Principals, Leadership Teams, & Teachers	Campus Instructional Implementation Plan	August 2021- May 2022	All	Professional learning plans and artifacts; walkthrough data; agendas from				

					Success Team collaboratives; Improved learning outcomes				
Engage families in culture sharing and increase representation of diversity on campus.	Teachers, Support Team Campus Administrators		Spring 2022	All	Survey families for cultural needs, Provide diversity in classroom libraries, Multicultural Fair with family participation, Invite classroom speakers from various backgrounds,				Title I
Use the book <u>Culturize</u> to establish a more student-centered mindset and culture on the campus	Admin, Support Team	Staff Meetings Website/blogs	May 22	All					Yes-- both Title I and Titel II
Professional Learning for staff to include how to design lessons utilizing the SAMR Model and Digital Citizenship, including reflection based on feedback.	Coordinator of Digital Learning; Campus Technology Facilitators	Professional learning modules	Oct. 2021- May 2022	All	Professional Learning modules; Agendas; Sign-in sheets				

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal: 2				CSISD will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.1				Increase student success of underperforming groups by establishing a calibrated, comprehensive Multi-Tiered System of Supports Program.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
All key stakeholders and curriculum staff will be trained on the use of a selected MTSS data management software	Chief Academic Officer; Director of Instruction and Leadership Dev.; C&(Coordinators & Directors; Campus Principals; Campus Core Teams	Executive Launch Training, Principal, Core Team, and Teacher Training	June 2021-Feb. 2022	At-risk students	Training sign-in sheets				Title II Funds \$20,950
Clearly define the district Multi-Tiered System of Support process that will be used PK-12 with the data management software and document it in an MTSS Handbook	Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for ELAR and Math	Training	June 2021- July 2021	At-risk students	MTSS Handbook				

Communicate expectations for use of MTSS software	Campus Principals; Chief Academic Officer; Executive Director of Secondary Education; Coordinators for Math and ELAR	MTSS Handbook with processes	August 2021	All at-risk					
Professional development on classroom interventions and instructional strategies to meet the needs of learners. (subject specific)	IC Interventionists	PLC Schedule 6+1 Traits of Writing Math Intervention Kits	August 2021-May 2022	At-Risk	PLC Plan for the year Training sign-in sheets				Title I
Facilitate effective small group instruction considering learner needs based on analyzing learner data. Target goal: 50% of learners in intervention will have a targeted goal with consistent progress monitoring data.	Teachers Campus Support Team Campus Administration	MAP data, HMH interventions, AVMR interventions, other intervention protocols	Oct. 2021-May. 2021	All	Walkthrough data analysis, Lesson Plans, Observation data; student data				Title I

Goal: 2				CSISD will elevate academic outcomes of historically underperforming student groups.					
Specific Result 2.2				Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Principals will establish a best practice focus area(s) for their campus based on instructional needs for at-risk students and target it for 40% implementation in walkthroughs and observations	Chief Academic Officer, Executive Director of Secondary Education, Campus Principals	Training materials for principals and staff	Sept. 2021-Oct. 2021	All	Walkthrough data analysis, Lesson Plans, Observation data				
Provide walkthrough training for principals and revise current walkthrough considering best practices and the Teacher Incentive Allotment	Director of Instruction and Leadership Development, Chief Academic Officer	Dana Center Training	September 2021	All	Training sign-in sheets				Title II Funds
Focus on differentiated instruction/planning for high achievers and gifted learners utilizing strategies from <u><i>Gifted Guild's Guide to Depth & Complexity</i></u>	Enrichment Specialist	Campus 6 Hour Update Gifted Guild's Guide to Depth & Complexity	August 2021-May 2022	High Achievers Identified Gifted Learners	Sign-In Sheets Training Certificates Walkthrough Data				
Participate in Reading Academy Training as a best practice focus and target it for 40% implementation in walkthroughs and observations	Campus Admin K-3 Teachers All relevant staff	Reading Cohort Leader District Days	June 2022	All K-3 Students	Training Certificates				

Use of SEL lessons provided by counselor to establish emotional regulation strategies	Counselor Teachers Admin		Sept. 21- May 22	All	Counselor Lessons Teacher application Walk through data				Title I
Increase the availability of technology in all classrooms-	Admin CTFs Classroom Teachers		Sept. 21- May 22	All	Inventory of devices				Title I
Staff will undergo Google trainings to assist with the use of Schoology	All Instructional Staff		Setp. 21- May 22	All	Completion of training in slides, docs, sheets				Title I

√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue

Goal: 3				CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.					
Specific Result 3.3				Promote an engaging relationship between the school district and community					
Summative Evaluation (to be filled in by June 2022 by administration)									
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
RP will provide one community outreach activity during the school year to engage stakeholders	Campus Leadership, Chief Academic Officer; Executive Director of Secondary Education	Service opportunities (beyond existing projects)	August 2021 - Jan. 2022	All	Campus artifact and reports of outreach activity and stakeholder attendance				

off-campus in a more familiar setting.									
RP will identify and participate in one community service project	Campus Leadership, Chief Academic Officer; Executive Director of Secondary Education	Service Learning information	August 2021 - May 2022	All	Campus artifact and reports of community service projects				
Brainstorm and implement various campus activities to increase community connection	Teachers Campus Administration		August 2021 - May 2022	All	Work with PTO to brainstorm and create family engagement activities for each month				Title I
√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue									

RP/CSISD Professional Learning Plan 2021-2022

Click [here](#) for access to the plan.

APPENDIX A: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will continue to implement a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.	Local Funds	Chief Administrative Officer	CBAS document and evaluation tools complete and communicated to the public annually.

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors	Discipline Referrals, Anecdotal Campus Reports
Revise the bullying training module for teachers and students	District Budget	Director for Student Services, School counselors	Revised Modules, Sign-in Sheets from trainings

Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in recognizing and reporting child abuse,	Online training through EduHero	Campus Administrators, Director of Human Resources	Training records in EduHero

sexual abuse, and sex trafficking at the beginning of the year.			
All CSISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules, Hoonuit	All staff	Counselor documentation

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<p>The CSISD School Board shall enter into an MOU with the local law enforcement agency for the provision of school resource officers to perform the following duties:</p> <ul style="list-style-type: none"> • Provides a law enforcement presence at various schools throughout the College Station Independent School District • Serves as a resource to school teachers and administrators and assists with maintaining order on the school campus; the SRD does not enforce school rules, but assists with issues related to violations of the law • Maintains appropriate forms necessary such as juvenile referral forms, etc. • Performs all other duties as authorized to "Texas Peace Officer" as determined by the Board of Trustees • Participate in required training according to HB2195 and SB 11. 	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

SROs will not have any administrative duties, nor will they address classroom discipline issues.			
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Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the CSISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Activities; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Director of Student Activities; SHAC Chairperson	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
Provide secondary teachers with staff training on relationship abuse awareness, detection and prevention.	Counselors, Campus administrators, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
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All staff members will be trained in Suicide Prevention Training	District Budgets	Director for Human Resources	Training sign in sheets, Training Agendas
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Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL	Director of Student Services; Nurses; Principals	Training sign in sheets, Training Agendas

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Director of Student Services, Counselors, Educators	Lesson Plans, Discipline Records
Implement a drug testing program in the district to be approved by the Board of Trustees	Funds for drug testing	Director of Student Services, Campus Administrators, Chief Administrative Officer	Results of testing, Discipline Records

Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at-risk situations.	MAP software; Mizuni Software and Eduphoria Aware; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with	Title I, Title II, Title III, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal	Budget reports, Annual federal compliance report

Education Department General Administrative Regulations (EDGAR) .		funds	
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Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

Pre-K

APPENDIX B: DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL MEMBERS 2020-2021

Grades Pre-K – Grade 4

Matt Fleener	CH	
Kacy Divjak	CV	<i>Vice Chair</i>
Lauren Given	FR	<i>Secretary</i>
Jean Bingaman	GP	
Sandra Hay	PC	
Felicia Neville	RB	
Kristen Reynolds	RP	
Maria Saenz	SK	
Michael Thompson	SWV	
Araceli Seydler	SC	

Grades 5-6

Kiesha Shepard	CG
Jennifer McLaughlin	OW
Sherry Ware	PT

Grades 7-8

Matt Bywater	AMCMS
Margo Kersten	CSMS
Kerri White	WMS

Grades 9-12

Michelle Jedklicka	AMCHS
Joette Hardin	CSHS
Ruthi Hernandez	CVHS

Alternative Programs

Amanda Greathouse	CVHS
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Elementary-At-Large

Nur Rashid	DEAP
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Secondary-At-Large

Emily Feagan	CVHS
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Elementary Administrator

Renee Sanders	RP	<i>Chair</i>
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Secondary Administrator

Emily Feagan	CVHS
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Non-Teaching District Level Professional -Parent/Community/District-level Professional Representatives

Caressa Murray	Parent, Grades Pre-K – 4 (RB) Head Start
Kara Comte	Parent, Grades 9-12 (AMCHS)
Barbara Moore	Parent, Grades 9-12 (CSHS)
Trudy Bennett	Parent, Grades 7-8 (WMS)
Suzanne Porter	Parent, Grades 5-6 (OW)
Laura Kurk	Parent-At-Large
James Haverland	Community Member
Paul Dorsett	Business Member
Thomas Hall	Trustee
Jeff Horak	Trustee
Mike Martindale	Superintendent
Penny Tramel	Chief Academic Officer
Molley Perry	Chief Administrative Officer
Chuck Glenewinkel	Director for Communications
Chrissy Hester	Director for Student Services
Jeff Mann	Director for Instruction and Leadership Development
Kevin Ross	Director for Career and Technical Education
Chad Gardner	Director of Community Education
Marla Ramirez	Director for Special Programs
Eric Eaks	Director of Fine Arts
Susan Heath	Director of Early Childhood
Tami Dudo	Coordinator for AVID
Aaron Hogan	Coordinator for English/Language Arts
Amanda Gibson	Coordinator for Science
Jennifer Smith	Coordinator for Math
Stephanie Ryon	Coordinator for Digital Learning
Bobbi Rodriguez	Coordinator for Social Studies

RP STAAR Data Table 20-21

3rd Grade Math	Approaches (Passes)	Meets	Masters
All Students	71%	52%	31%
Asian	88%	75%	63%
Black/African American	21%	14%	7%
Hispanic	69%	25%	19%
Native Hawaiian/Pacific Islander	100%	100%	0
Two or More			
White	82%	67%	37%
Special Education	43%	19%	10%
Economically Disadvantaged	49%	20%	6%
ELL	90%	50%	30%

3rd Grade Reading	Approaches (Passes)	Meets	Masters
All Students	77%	58%	36%
Asian	88%	63%	38%
Black/African American	47%	13%	7%
Hispanic	67%	40%	20%
Native Hawaiian/Pacific Islander	100%	100%	0%
White	86%	75%	49%

Special Education	38%	24%	19%
Economically Disadvantaged	57%	23%	9%
ELL	80%	30%	20%

4th Grade Math	Approaches (Passes)	Meets	Masters
All Students	77%	52%	32%
Asian	88%	63%	63%
Black/African American	71%	41%	18%
Hispanic	69%	39%	15%
White	83%	59%	38%
Special Education	35%	24%	12%
Economically Disadvantaged	68%	29%	15%
ELL	60%	40%	40%

4th Grade Reading	Approaches (Passes)	Meets	Masters
All Students	66%	40%	26%
Asian	88%	38%	38%
Black/African American	41%	12%	6%
Hispanic	50%	29%	14%
White	77%	55%	34%
Special Education	35%	12%	0%

Economically Disadvantaged	47%	21%	6%
ELL	60%	20%	20%

4th Grade Writing	Approaches (Passes)	Meets	Masters
All Students	55%	28%	9%
Asian	88%	38%	13%
Black/African American	43%	7%	7%
White	62%	40%	9%
Special Education	6%	0%	0%
Economically Disadvantaged	35%	9%	3%
ELL	60%	20%	20%