Rochelle ISD District Improvement Plan

2023-2024

Board of Trustees Approved

Dr. Matthew Fields, Superintendent
Rochelle Independent School District

I would like to take this opportunity to welcome you to Rochelle ISD. Rochelle ISD is a strong school with strong students, parents, faculty and community support. We have a rich history of success both in the classroom and outside of the classroom. Our goal is to create lifelong learners - we feel like we have been successful in making this goal a reality for the entire community. We continue to strive for excellence and continue to raise the bar both for our students as well as our staff. This plan is a working map to achieve the success we all seek. It is a working document meant to be a guide to that success. We encourage input from any source and are eager to work with all parties interested in the better education of our students.

Dr. Matthew Fields, Superintendent of Rochelle Independent School District

Vision Statement

ALL HORNETS (students, teachers and staff) DESERVE and are CAPABLE of SUCCESS, no exceptions.

Mission Statement

Rochelle ISD, in partnership with parents and community will prepare ALL students for a productive life by providing rigorous learning opportunities that promote integrity, pride, accountability and excellence.

Parent and Family Engagement Plan

A copy of the Parent and Family Engagement Plan can be found at https://www.rochelleisd.net/page/parent-information and a copy of the Prekindergarten Program Family Engagement Plan can be found at https://www.rochelleisd.net/page/prekindergarten.

Rochelle ISD District Planning and Decision-Making Committee
2023-2024

Rochelle PK - 12	Parents	Special Populations	Community
Matthew Fields, Superintendent	Jeremy Brown	Jamie Fields, Special education	Gwen Ragsdale
Chayden Feist, Principal	Alisha Bullard	TJ Penn, CTE	John Dagen
Brandy Cavness, Teacher		Karen McWilliams, 504/Dyslexia	
Angie King, Teacher			
Cailie Blacker, Teacher			
Sterling Roddie, Teacher			
Sandy Stidham, Teacher			
Claylene Gossett, Business Manager			

Rochelle ISD does not discriminate on the basis of race, religion, color, national origin, sex, homeless status, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 2064, as amended; Title IX of the Educational Amendments and 2072; and Section 504 of the Rehabilitation Act of 2073, as amended.

Rochelle Independent School District State and Federal Programs 2023-2024

Fund	Federal Programs
211	Title 1, Part A
255	Title II, Part A
288	Title IV, Part A
282	ESSR III
	State Programs
199	Career/Technology Education
199	Compensatory Education
199	Dyslexia
199	Gifted/Talented
199	Special Education
199	ESL Program
410	EMAT
	Grants
289	SRSA (REAP)
	Local
810	Scholarship Endowment
811	Local Scholarship

State Compensatory Education Policy
ROCHELLE INDEPENDENT SCHOOL DISTRICT

Each campus of the school district will identify at-risk students using the state criteria. These students will be targeted for many additional services and attention, including additional time and opportunities for academic acceleration. When appropriate, state compensatory funds will be combined with funds from federal title programs for small group and individual tutoring, summer programs, scheduled STAAR/EOC preparation classes, and credit recovery. The Child Study Team (CS Team) will serve as the primary planning committee to recommend research-based programs specifically for at-risk students. The CS Team will be responsible for growth plans for all at-risk students who need additional strategies to be academically successful. The CS Team designee, the campus principal, will determine through periodic review of student data the student's continued eligibility and need for continued services. The CS Team will be charged with exiting students from programs for at-risk students once they are performing on grade level and have mastered the STAAR/EOC assessment. The CS Team will also monitor these students after exiting from the program.

Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Rochelle ISD, a district wide Title I program, provides compensatory education services, referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at risk of dropping out of school. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met – to increase the academic achievement and reduce the dropout rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of Rochelle ISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (ξ29.081, Texas Education Code and 77(F) SB 702 Enrolled – Bill Text).

Use of Funds on Title I, Part A Campuses

As appropriate and necessary, SCE funds will be used to support one or more of the ten Title I, Part A Schoolwide Program Components at Rochelle ISD, so long as the district continues to meet, at a minimum, the 40% poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE Program will be met.

Total SCE funds allotted: $63,404   *Total FTEs funded through SCE: 1.75*

State Compensatory Education Program Evaluation

Program Evaluation/Needs Assessment

Accumulated STAAR/EOC Data

	2018			2019			2021			2022			2023		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Math	77.88%	50.96%	18.27%	89.69%	54.64%	21.65%	93.62%	79.79%	50.00%	98.10%	88.57%	56.19%	89.01%	75.82%	37.36%
Reading	57.50%	35.00%	11.67%	79.83%	45.38%	18.49%	81.81%	59.09%	31.81%	91.73%	75.21%	42.15%	93.75%	73.32%	33.04%
Science	73.33%	37.78%	11.11%	87.88%	54.55%	24.24%	97.73%	81.82%	45.45%	96.23%	83.02%	41.51%	100.00%	83.33%	36.11%
Social Studies	33.33%	0%	0%	69.57%	34.78%	17.39%	84.00%	52.00%	24.00%	90.63%	68.75%	50.00%	84.00%	60.00%	28.00%

Drop Out Data

	2018	2019	2020	2021	2022	2023
Students At-Risk	0	0	0	0	0	0
Students Not At-Risk	0	0	0	0	0	0

College, Career & Military Readiness Data

	2018	2019	2020	2021	2022	2023
Percent of Graduates	71%	100%	100%	100%	100%	100%

Campus Attendance Data

	2018	2019	2020	2021	2022	2023
Percent Attendance	96.2%	96.3%	97.3%	98.0%	97.2%	97%

Upon evaluation of the effectiveness of this program the committee finds interventions funded by the state compensatory education allotment to be highly effective in the areas of math, reading, science, and social studies remediation. Concentration on class size reduction at the elementary school level and in specific high school classes resulted in an increase in student performance on curriculum-based assessments and state assessments. Also, our dyslexia specialist allowed for early-positioned intervention to support this population.

Rochelle ISD At-Risk Student Profile

Student Performance/Identification Criteria (a "yes" response to any question qualifies the student as "at-risk"
For indicators 11, 2, 3, or 4 write the name of the test and score, or grade level retained. If At-Risk indicator is marked for the 1st time in current school year, include date in indicator box.
1. Is in Pre-K, K or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year.
2. Is in Grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in 2 or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.
*3. Was not advanced from one grade level to the next for one or more school years.
4. Did not perform satisfactorily on state assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year.
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
*9. Was previously reported through the public Education Information Management System (PEIMS) to have dropped out of school.
10. Is a student of limited English proficiency, as defined by Section 29.052.
11. Is in custody or care of the Dept. of Protective & Regulatory Services, or has during the current school year, been referred to the DPRS by a school official, officer of juvenile court, or police.
12. Is homeless, as defined by 42 U. S. C. section 11302, and its amendments.
13. Resided in the preceding or current year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14. Has been incarcerated or has parents/guardians that are or have been incarcerated.

ANALYSIS OF DATA
Comprehensive Needs Assessment

Members of the District Planning and Decision-Making Committee used the following data as a basis for the recommendations made in this plan.

State accountability data as reported in the TAPR/TPRS for the 2016-2022 school years
Federal accountability data for Adequate Yearly Progress (AYP)
State of Texas Assessment of Academic Readiness (STAAR) data for the 2016-2022 school year
District PEIMS reports
All test data disaggregated for all student populations
District Retention Data
District Discipline Referrals
Curriculum Based Assessments (CBA)
CCMR Data
Student Attendance Data
EOC/STAAR Interim Assessments
Referral percentages for students in Special Education
ECDS, RTI, mClass, and iStation Data
SAT/ACT percentage of students testing and scores

Additional data was gathered from administration reports, meetings with teachers, counselors, parents, and members of the community, and district and campus site-based decision-making committees to accumulate information to be used in establishing the following needs and formulating the District Improvement Plan.

1. Maintain the level of student performance, to mirror/exceed the increasing state mandates on the STAAR (State Testing of Academic Assessment Readiness) and End of Course (EOC) assessments.
2. Maintain student attendance in the top quartile of comparison groups and maintain a 0% student dropout rate.
3. Maintain the current technological infrastructure and adequately train those who use the technological components.
4. Improve college entrance examination scores (ACT/SAT) to meet or exceed the state standard.
5. Maintain participation and performance of students taking the TSIA examination.
6. Recruit and develop qualified personnel.
7. Increase parental involvement in order to improve student performance.
8. Use pre-referral, referral, and evaluation guidelines based on information gathered from the Special Education Comprehensive Analysis.
9. Continue to incorporate data from the TAPR/TPRS (Texas Academic Performance Report) to assess achievement of each student group/population to ensure that intervention is being addressed in needed areas.
10. Continue to use a tracking system of any student who did not pass/participate in the STAAR/EOC test.

Prioritized Strengths

Strengths	Data Source
Parents	Parent attendance letters; district planning and decision-making committee; parent meetings; parent-teacher conferences; Thrillshare and website application usage; PTC; communication with parents/guardians
Climate	Parent/community contributions; district planning and decision-making committee; safe schools report; Community Day; Career Day; campus improvement; student goal-setting; character education; student involvement
Instruction	Teacher and student surveys; parent call logs; parent-teacher conferences, lesson plans; TTESS; walk-throughs; TAPR/TPRS Report; regional and state comparisons on state assessments; vertical alignment in programming; phonics curriculum; RTI for all elementary students
Safety	Parent/community, teacher and student surveys; Safe Schools Report; campus facilities improvement; Health Advisory committee, Emergency Operations Audit; Student Resource Officer
Mentoring programs	Teacher mentors; Professional Learning Communities (PLC); participation records; elementary and secondary department chairs
Available Technology	Inventory of products; Technology Coordinator reports; grants; technology budget; Google Classroom, online formative assessment platforms, publisher provided curricular supports; district technology coordinator
Grants	Grant records; expanded programs; grant evaluations

Prioritized Areas of Concern

Areas of Concern	Data Source
Maintaining the level of mastered students in all levels on STAAR/EOC	CBA's, Semester exams, STAAR/EOC, Interim Assessments
Maintaining a 100% CCMR graduation rate	PEIMS report; Accountability Reports

SUMMARY OF FINDINGS

The District Planning and Decision-Making Committee used an extensive amount of data and research to map the needs of the district. The committee was educated on each report prior to the use of any of the data. TAPR/TPRS, AYP, PBMAS, Survey Results, and other data was compiled and evaluated with an end product of a district-wide needs assessment. **A comprehensive assessment of the district will occur every three years.** The District Planning and Decision-Making Committee will facilitate a survey to be used by the district for the next three years. The following strengths and weaknesses are addressed in our district plan.

Strengths:

Rochelle ISD stands among the best in regards to student academic success. Rochelle ISD gleams much of its strength from the school community and that community's dedication to academic excellence. Our parents are also an integral part of our students' successes. Attendance at Community Day, Career Day, extracurricular events, parent meetings, family engagement nights, and open houses suggests strong parental involvement. The climate developed at Rochelle ISD is another strength that the district can boast. A caring and safe environment for learning enables student success. Overall teachers and staff feel valued as employees.

Our high school curriculum now offers over 60 college credit hours. The district's commitment to finding and applying for grant related resources is also an added strength.   All students from grades 3rd-12th are provided a laptop computer for school and home use with additional internet access "hot spots" available; all students in PK-2nd grades have an iPad. Computer programs such as IXL, I-Station, mClass, Study Sync, McGraw Hill, and many more are used with fidelity at Rochelle ISD. We have also developed a Robotics Team through our gifted and talented program.   A new and improved school website and cellular application along with a plethora of refined personnel practices (such as the use of the Remind app or Dojo app) have allowed us to better engage our parents and community members. Additional programs (teacher education, enhanced CTE offerings, etc.) have been put in place as well. In the 2023-2024 school year, the district is continuing to promote learning through Community Day and Career Day. Rochelle ISD implemented a four-day school week starting in the 2020-2021 school year.

Areas of Concern:

The district's curriculum and instructional practices are a main focus for teachers when seeking professional development. Focus going forward will be placed on instructional practices as well as refinement of the curriculum to address problem areas. The EOC/STAAR expectations, however, have once again shifted the curriculum need to a higher-level thinking, problem-solving approach. The district must search out resources to supplement the current curriculum in all areas. Other academic areas of concern include reading, writing, and social studies scores district-wide with an emphasis at all levels. A systematic approach to the building and providing of profound curricula is high priority and is under the auspice of benchmark testing, ensuring an alignment to the TEKs, and the provision of tools that allow teachers and students to use instructional technologies to help create learning experiences.

For further information on parent and family engagement, please visit the Parent Information & Parent and Family Engagement plan at https://www.rochelleisd.net/page/parent-information.

Rochelle ISD Board of Trustees
Goals for Rochelle ISD 2023-2024

Student Outcome Goal #1
- **All student scores will be maintained in all core subjects by end of school year 2024.**
  - **Meets Grade Level performance will maintain at least 80% in math, maintain at least 60% in social studies, maintain at least 75% in science, and maintain at least 70% in reading by May 2024.**
  - **Mastery rates will remain at 40% for all academic content areas.**
  - **Attendance rates will maintain in the top quartile of all comparison groups.**
  - **Administrators will monitor parent communication for failure through detentions, parent contacts and failure lists.**
  - **Administrators will monitor lesson plans, tutorials, and assessment data so that guidance and proper planning will lead to faculty and student achievement.**

Student Outcome Goal #2
- **The number of community involvement days and opportunities will increase in the 2023-2024 school year.**
  - **Administration will provide opportunities for the community and student to interact throughout the school year (tailgate, community day, etc.).**
  - **Administration will have community, parent and student input for growth and development in areas of concern and for implementing new programs (e.g. DIP, SHAC).**
  - **Administration will provide school related updates and information to newspapers, radio and social media outlets to provide community members with school activities.**

Student Outcome Goal #3
- **Secondary Education will be focused and promoted to exposed and brought to the forefront for all learners in the district.**
  - **Administrators and counselor will provide opportunities to promote post-secondary opportunities throughout the school year.**
  - **Students will be provided with certification in CTE courses (e.g. Welding).**
  - **Administrators and counselors will provide opportunities for students to receive guidance in preparing for post-secondary education.**

Rochelle ISD
Goals and Objectives

REFORM STRATEGIES & TRANSITIONS

Goal 1: All students will exceed educational performance standards including mastering all coursework and each portion of the state assessments, STAAR/EOC.

Objective 1.1 By May 2024 75% of all students in all student groups, including students in Special Education who are tested, will meet the standard on all state assessments (mathematics, reading, writing, science, and social studies) taken.

Objective 1.2 By May 2024, 90% of all student groups, including students in Special Education, will pass all coursework.

Objective 1.3 By May 2024, 100% of students taking an EOC level tests will approach or exceed the state standard passing rate.

Objective 1.4 Each year Rochelle I.S.D. will conduct a comprehensive needs assessment of the entire school based on information on the performance of children in relation to the state content and student performance standards.

Objective 1.5 By May 2024 RISD will include coordinated school health goals and objectives as part of their District and Campus Improvement Plans.

Goal 2: Rochelle ISD will close the academic performance gaps among student groups.

Objective 2.1 In 2023-2024 staff will use innovative methods of instruction and provide additional support to continue to minimize the performance gap.

HIGHLY QUALIFIED STAFF

Goal 3: All students will be served by "highly qualified" teachers and staff.

Objective 3.1 100% of core area teachers will be highly qualified, 100% of instructional paraprofessionals will met the highly qualified standards.

VIOLENCE PREVENTION/INTERVENTION

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Objective 4.1 Rochelle ISD will hold a minimum of 2 events with parents, students, and community-based organization partners to ensure a safe, drug free environment on all campuses to maintain no violent incidences and minimal DAEP placements.

DROP OUT/AT RISK: ADDITIONAL SUPPORT for STUDENTS

Goal 5: All students will graduate from high school.

Objective 5.1 By May 2024, Rochelle ISD will maintain a low dropout rate.

Objective 5.2 By May 2024, the number of students on the failing list for each grading period will be maintained (or be lower) than the previous year.

Objective 5.3 By May 2024, student attendance will be in the top quartile of all comparison groups.

Objective 5.4 ACT/SAT college entrance examination scores will meet the state average in 2023-2024.

PARENT INVOLVEMENT

Goal 6: Parents will be full partners with educators in the education of their children.

Objective 6.1 By May 2024 Rochelle ISD will implement a system of written and verbal communication with parents to reduce the number of student failures.

Objective 6.2 The district will provide multiple opportunities for parents to visit school, discuss student projects, be involved in student activities, and communicate with teachers.

COMMUNITY

Goal 7: Rochelle ISD will collaborate with community members to expand educational opportunities.

Objective 7.1 By 2023 Rochelle ISD explore financial options to expand educational opportunities.

ENGLISH LANGUAGE LEARNERS

Goal 8: All English Language Learner students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics

Objective 8.1 By 2023 100% of students in ESL who take the state assessment will achieve mastery on all portions.

STRATEGIES AND ACTIONS

Goal 1	All students will exceed educational performance standards including mastering all coursework and each portion of the state assessments, EOC/STAAR.
Objective 1.1	By May 2024 75% of all students in all student groups, including students in Special Education who are tested, will meet the standard on all state assessments (mathematics, reading, science, and social studies) taken.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
1.1.1. Student assessment data will be disaggregated for all students and all student groups.	Principal, Counselor, Superintendent, Teachers, RTI Committee, Child Study Team, Dyslexia Coordinator, SPED Teacher	August 2023- May 2024	TAPR/TPRS Program and Training, TAPR/TPRS EOC/STAAR Data, CBA's, Semester Exams, mClass, iStation	Disaggregated Student, Achievement Data, STAAR Data, Interim Assessments
1.1.2. District will provide professional development in research-based areas to improve student achievement, especially students at-risk.	Principal Superintendent	August 2023- May 2024	Title I, Part A, ARRA Funds, Local funds, Region XV- Federal Programs, PEIMS	Student progress reports, CBAs, Semester Exams, STAAR Data, Interim Assessments
1.1.3. District will provide individual programs for at-risk students based on student assessment data. These programs will be comprehensive, intense, and accelerated.	Principal Teachers District Planning and Decision-Making Committee	August 2023- May 2024	Title I, Part A, SCE, Local Funds, GT, iStation, Accelerated Reader, Parent Conferences, Tutoring, IXL, Inclusion, RTI, mClass, Circle	Class schedules, CBAs and Semester Exams, Assessment Data Reports, STAAR Data, Interim Assessments
1.1.4. All teachers will receive training in effective ways of teaching the TEKS and teaching EOC/STAAR objectives.	Principal Superintendent	August 2023- May 2024	ESC XV, Local Funds, Title I, Part A, ARRA Funds, TEKS Resource System, Lead Forward	CBAs/Semester Exams YAGs,
1.1.5. Core teachers will participate in a curriculum alignment project to develop a seamless, challenging curriculum that aligns the TEKS and the EOC/STAAR.	Principal Superintendent	August 2023- May 2024	ESC XV, Local Funds, Title I, Part A, SCE, ARRA Funds, IXL, Cambium, mClass	Completed curriculum YAGs, Semester Exams, CBAs

Goal 1	All students will exceed educational performance standards including mastering all coursework and each portion of the state assessments, EOC/STAAR.
Objective 1.1	By May 2024 75% of all students in all student groups, including students in Special Education who are tested, will meet the standard on all state assessments (mathematics, reading, science, and social studies) taken.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
1.1.6. The district will incorporate a TEKS based curriculum that provides resources from a variety of sources to address the needs of all students, especially at-risk students.	Principal ALL Teachers Superintendent	August 2023-May 2024	ESC XV, Title I, Part A, ARRA Funds, SCE, Local Funds, EMAT	Supplemental curriculum, CBAs/Semester Exams, Interim Assessments
1.1.7. Staff will conduct an item analysis on current EOC/STAAR and CBAs and Semester Exams to use in program planning and improvement.	Principal Superintendent Core Teachers	August 2023-May 2024	Eduphoria software and training, ESC XV, TAPR/TPRS reports	Item analysis data, CBAs and Semester Exams, CBA assessment
1.1.8. Rochelle ISD will transition to college readiness standards embedded in TEKS and include ACT college readiness standards.	Superintendent Principal Counselor	August 2023-May 2024	Curriculum, ACT Test in district, IXL, ACT Reviews, PSAT Tests 8-11	College admission, ACT scores, Student Progress report
1.1.9. Rochelle ISD is part of the Career and Technical Educational Program offering training for teachers and certifications for students in welding and DNA.	Principal Counselor	August 2023-May 2024	CTE teachers, class schedules, Local Funds, FASFA, Ranger Jr. College Rep	Student certifications, Teacher training
1.1.10. The district will contract for assistance with Title I campus needs assessment and strategic planning, as well as identifying and coordinating other funding sources to meet the needs of the district.	Superintendent	September 2022	Assessment data	Completed strategic plan

Goal 1	All students will exceed educational performance standards including mastering all coursework and each portion of the state assessments, EOC/STAAR.
Objective 1.1	By May 2024 75% of all students in all student groups, including students in Special Education who are tested, will meet the standard on all state assessments (mathematics, reading, science, and social studies) taken.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
1.1.11. A comprehensive needs assessment/analysis will result in a strategic district plan targeting areas of improvement for students at risk and strengthening curriculum to meet rigorous standards.	Superintendent Principal Core Teachers	August 2023-May 2024	TAPR/TPRS software & training Eduphoria, TAPR/TPRS reports, Title funds, Staff/parent surveys, TEKS Resource System, Lead Forward, mClass, iStation	Analysis data, CBAs and Semester Exams, STAAR Data
1.1.12. Staff will participate in professional development to insure a rigorous and aligned curriculum and appropriate assessments based on state standards. * Data analysis-TAPR/TPRS training, Eduphoria * Curriculum Development Training * TEKS Resource System training	Superintendent Principal Core Teachers	August 2023-May 2024	Curriculum specialists, Region 15 Consultants, Stipend funds Title II, A Funds	CBAs and Semester Exams, Prof. Dev. Data, Sign-in sheets, Agendas
1.1.13. During the 2023-2024 school year, work will continue on a rigorous, aligned curriculum in all suvhects.	Superintendent Principal Core Teachers	August 2023-May 2024	Planning/training time, Title I funds, Local funds	Analysis data from previous state assessments, Curriculum, CBAs, Semester Exams

Goal 1	All students will exceed educational performance standards including mastering all coursework and each portion of the state assessments, EOC/STAAR.
Objective 1.1	By May 2024 75% of all students in all student groups, including students in Special Education who are tested, will meet the standard on all state assessments (mathematics, reading, science, and social studies) taken.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
1.1.14. The district will maintain a low student/staff ratio to provide opportunities for an individualized learning environment for struggling students.	Superintendent Principal	August 2023-May 2024	Local funds, Title I, and SCE funds	PEIMS data, CBAs, Semester Exams, STAAR, RTI data, & Interim Assessment Data
1.1.15. Research-based strategies, including the use of technology, will be used to provide appropriate reinforcement for struggling students and additional time-on-task.	Superintendent Principal Core Teachers Instructional aides	August 2023-May 2024	After-school and during school tutorials, IXL (4 core subjects), Eduphoria, Extended year program, Title I and SCE funds; Local funds; iStation, mClass, Take Flight	CBAs and Semester Exams, TAPR/TPRS data, STAAR
1.1.16. The district will continue to reevaluate the strategic plan each year and pursue additional resources funding further improvement initiatives.	Superintendent Director of Federal Programs	August 2023-May 2024	Strategic plan of action, Grant writer	Comprehensive needs assessment, completed grant applications, updated strategic plan
1.1.17. Staff will use item analysis and disaggregated data to target objectives for improvement for students at risk as well as students who have not achieved mastery performance status.	Principal Core Teachers	August 2023-May 2024	TAPR/TPRS data, Planning time, Eduphoria	CBAs and Semester Exams, Summer School, Parent-Teacher Conference

Goal 1	All students will exceed educational performance standards including mastering all coursework and each portion of the state assessments, EOC/STAAR.
Objective 1.1	By May 2024 75% of all students in all student groups, including students in Special Education who are tested, will meet the standard on all state assessments (mathematics, reading, science, and social studies) taken.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
1.1.18. The staff will become proficient in strategies known to accelerate student learning and improve higher-order thinking skills.	Superintendent Principal Teachers	August 2023-May 2024	Professional Development, Title II, Part A, ESC XV consultants, Title IV	CBAs and Semester Exams, STAAR

Goal 1	All students will exceed educational performance standards including mastering all coursework and each portion of the state assessments, EOC/STAAR.
Objective 1.2	By May 2024 90% of all student groups, including students in Special Education, will pass all coursework.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
1.2.1. All teachers will receive training to coordinate the curriculum and the assessment instruments to ensure alignment.	Principal Superintendent	August 2023	ESC XV and Local Professional Development	Aligned curriculum documents, Student progress reports, Failure lists, grade-level retention, CBAs and Semester Exams, STAAR
1.2.2. Staff will be provided training in increasing students' ability to develop higher-order thinking skill, problem-solving skill, as well as improving teachers' ability to utilize advance questioning techniques.	Principal GT Teacher Teachers	September 2022	ESC XV, Staff development, GT funds, Local funds, In-service	Lesson plans, Student progress reports, Retention and failure lists, GT plan, Scheduled GT professional development days, STAAR
1.2.3. Transition activities will be planned for successfully transitioning students into PK & K as well as from elementary to junior high and junior high into high school through parent/student/counselor meetings.	Principal Counselor	August 2023-May 2024	Campus visitation days, Parent meetings (Open house/Meet the teachers/ Pre-registration), Guidance assessments, Website	Parent participation data, Media notification, Student progress report, STAAR
1.2.4. Implement a Response to Intervention (RTI) model for diagnosing student needs	RtI Committee Child Study Team Principal	August 2023-May 2024	RtI Committee, SE Co-Op Prereferral Process, Child Study Team, Dyslexia Coordinator	Student progress reports, CBAs and Semester Exams, STAAR
1.2.5. Support staff, including ESL, special education, dyslexia, GT, Homeless Liaison, Department Chairs will work with regular classroom teachers to improve student success.	Special Program Staff Core teachers Department Chairs Counselor	August 2023-May 2024	Planning times Professional development SCE; Title I SE; tutorials; Inclusion	CBAs and Semester Exams, Student progress reports, STAAR

Goal 1	All students will exceed educational performance standards including mastering all coursework and each portion of the state assessments, EOC/STAAR.				
Objective 1.3	Each year Rochelle I.S.D. will conduct a comprehensive needs assessment of the entire school based on information on the performance of children in relation to the state content and student performance standards.				
Strategy/Action Implementation	**Person Responsible**	**Timeline**	**Resources Needed**	**Formative Evaluation**	
1.4.1. Comprehensive parent/community, teacher and students interest surveys will be implemented as needed.	Superintendent Principal	August 2023-May 2024	Surveys, Title I Funds	Survey Results	
1.4.2. Parents will be involved in campus planning activities through the District Planning and Decision Making Committee, District of Innovation Planning Committee, federal programs planning and special project planning.	Superintendent Principal	August 2023-May 2024	District Planning and Decision Making Committee Members, Parent Involvement Plan	Survey Results, Attendance Rosters	
1.4.3. District and student data will be disaggregated to determine areas of strength and weakness.	Superintendent Principal	August 2023-May 2024	TAPR/TPRS data, PEIMS Reports, Surveys	Survey Results, Compliance Reports, Student Progress Reports	

Goal 1	All students will exceed educational performance standards including mastering all coursework and each portion of the state assessments, EOC/STAAR.
Objective 1.4	By May 2024 RISD will include coordinated school health goals and objectives as part of their District and Campus Improvement Plans.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
1.5.1. Each RISD campus submits fitness assessment data for grade 3rd-12th.	Principal Phys. Ed. teachers	May 2024	Fitnessgram data, Class schedules	Student Progress Report, Attendance Reports
1.5.2. RISD provides at least 135 minutes of moderate-to-vigorous physical activity for all students each week and Junior High provides at least four semesters of moderate-to-vigorous physical activity for a minimum of 225 minutes per two weeks.	Principal Superintendent Phys. Ed. Teachers	August 2023-May 2024	Class schedules	Student Progress Report, Attendance Reports
1.5.3. RISD maintains a student to teacher ratio no greater than 25 to 1 in physical education classes.	Principal	August 2023-May 2024	Class schedules, Class rosters, Student Aides, District of Innovation	Student Progress Report, Attendance Reports

Goal 2	Rochelle ISD will close the academic performance gaps among student groups.
Objective 2.1	**In 2023-2024 staff will use innovative methods of instruction and provide additional support to reduce the performance gap by as much as 10%, while enhancing student learning for all student groups, including students in Special Education.**

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
2.1.1. Provide Professional development and research-based innovative methods of accelerating instruction for students in all student groups, especially at-risk students.	Principal Superintendent Teachers	August 2023-May 2024	ESC XV, Substitute teachers, Title I, Part A, Local funds Increased Student Achievement, ESSER III	In-service records Data from CBAs and Semester Exams STAAR and EOC mClass/Circle
2.1.2. Item analysis and objective analysis will be used as a basis to guide instruction for all student groups.	Principal Superintendent Teachers	August 2023-May 2024	ESC XV, TAPR/TPRS, Title I, ESSER III	Semester Exams Eduphoria CBAs Interim Assessments
2.1.3. Technology will be used as a resource for EOC/STAAR remediation and reinforcement.	Principal Technology Coordinator Teachers	August 2023-May 2024	ESC XV, Staff training, Local funds, Title II, Part D, Lending Grant, Eduphoria, ESSER III	Student Progress reports STAAR Master/Eduphoria IXL
2.1.4. Campuses will track mastery levels of individual student EOC/STAAR objectives through CBAs, Semester Exams and EOC/STAAR assessment data.	Principal Teachers	August 2023-May 2024	Planning time, Title I , Eduphoria, Item analysis	Item and objective analysis data, CBAs and Interim Assessments, Semester Exams

Goal 2	Rochelle ISD will close the academic performance gaps among student groups.
Objective 2.1	In 2023-2024 staff will use innovative methods of instruction and provide additional support to reduce the performance gap by as much as 10%, while enhancing student learning for all student groups, including students in Special Education.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
2.1.5. Training in requirements and documentation (especially parent involvement) of all special programs will be provided to staff.	Superintendent, Business Mgr., ESC XV, HOT CoOp	August 2023-May 2024	ESC staff; Title I, Part A Scheduled meetings Sign-in sheets, SE Co-Op Eduhero	Identification of federal/special programs Completed documentation
2.1.6. Oversight and follow-up of federal and state program requirements will be continuous.	Superintendent Principal ESC XV Business Manager	August 2023-May 2024	ESC staff, PEIMS, Title I, Part A	PEIMS reports Equity Plan Compliance reports
2.1.7. The district will continue to serve both eligible and ineligible 4-year-old Pre-K students.	Superintendent Principal PreK Teacher/Aide	August 2023-May 2024	Local and state funds	Pre-K enrollment data
2.1.8. Migrant program staff will assist their students and parents in accessing all program and community services that would assure academic success.	Principal Counselor ESC XV	August 2023-May 2024	Migrant survey form Brochures/pamphlets Community services Home visitation Title I, Part C Region Service Center	Attendance data Student progress reports

Goal 2	**Rochelle ISD will close the academic performance gaps among student groups.**
Objective 2.1	**In 2023-2024 staff will use innovative methods of instruction and provide additional support to reduce the performance gap by as much as 10%, while enhancing student learning for all student groups, including students in Special Education.**

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
2.1.9. Rochelle ISD will provide intervention and supplemental services to all students who have been identified in need of services (including migrant students)	Principal Homeless Liaison Counselor	August 2023- May 2024	ESC migrant staff Local migrant staff Region Service Center	Priority for Services report Student progress report
2.1.10. Professional development designed for general education teachers will be provided to facilitate their work with students with disabilities in accessing the general curriculum.	Spec Ed Teachers Principal	August 2023- May 2024	ESC staff Staff development Eduhero	Professional development calendar, Student schedules
2.1.11. Individual plans, with a priority of assisting students in accessing the general curriculum, will be developed for special ed. and 504 students	SpEd Teachers; Teachers Principal, Counselor, 504 Coordinator, Diagnostician	August 2023- May 2024	504 & ARD committees Teacher training SE and Local funds SE Co-Op	504s, IEP's, Student schedules, EOC/STAAR Scores, CBA Scores
2.1.12. Technology for students in the special education program will be provided in the regular education classroom to improve written and oral communication.	Spec Ed Teachers Principal	August 2023- May 2024	Local funds SE funds Title Funds	IEP's, Student schedules EOC/STAAR
2.1.13. Professional development will be provided for all Spec Ed and Regular Ed teachers to assist in inclusion support.	Superintendent Spec Ed Teachers Principal 504 Coordinator ICTS Staff	August 2023- May 2024	Scheduled days ESC 15	YAG SLOs Lesson Plans

Goal 2	Rochelle ISD will close the academic performance gaps among student groups.
Objective 2.1	In 2023-2024 staff will use innovative methods of instruction and provide additional support to reduce the performance gap by as much as 10%, while enhancing student learning for all student groups, including students in Special Education.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
2.1.14. Staffing will be provided for each special education student to insure adequate academic progress will occur and to determine if or what changes need to be addressed	Teachers Principal	August 2023-May 2024	ARD meetings IEP's Student data SE Co-Op	ARD decisions IEP revisions
2.1.15. CBAs/Semester Exams, Interim Assessment, and EOC/STAAR data will be used to identify at-risk students and funds will provide supplemental support. (Afternoon tutoring, small group instruction, IXL, Saxon Phonics, iStation, Take Flight, mClass, Reading by Design, Prodigy, Happy Numbers, Learning Ally	Principal Librarian Teachers Counselor Dyslexia Teacher	August 2023-May 2024	EOC/STAAR Technology software Support personnel Title I, Part A SCE; ESSA; Summer school	CBAs Semester Exams Student progress reports
2.1.16. Elementary staff will receive training necessary to identify and refer students with reading difficulty.	Principal RtI Committee Child Study Team Dyslexia Teacher	August 2023-May 2024	Reading Intervention material Local funds Dyslexia/Reading Intervention funds Title I, Part A ESC 15	Student progress reports CBAs and Semester Exams, Reading Academies
2.1.17. The district will provide a Dyslexia intervention program (Take Flight Program and Reading By Design) to Dyslexic Students in need of additional instructional strategies to improve reading skills.	Dyslexia Teacher	August 2023-May 2024	Dyslexia curriculum and materials; Take Flight; Local funds, I-station, Testing Supplies, Really Great Reading, SpEd Co-Op	Student progress reports CBAs and Semester Exams

Goal 2	Rochelle ISD will close the academic performance gaps among student groups.
Objective 2.1	In 2023-2024 staff will use innovative methods of instruction and provide additional support to reduce the performance gap by as much as 10%, while enhancing student learning for all student groups, including students in Special Education.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
2.1.18. The district will use technology as a tool to supplement learning opportunities as well as track at-risk student progress.	Counselor Principal	August 2023-May 2024	Computers, lab, Software Scheduled classes Teacher training Local funds, CTE funds Tablets	Student progress reports, CBAs and Semester Exam data, iStation/mClass data
2.1.19. The district will utilize the Child Study Team to enhance student learning and track student progress and will assist teachers in diagnosing and prescribing intervention strategies for at-risk/struggling students using RtI.	Spec Ed Teachers Child Study Team Dyslexia Teacher Principal Counselor	August 2023-May 2024	PEIMS reports, At-risk assessments, RTI Program, mClass	Student progress reports, CBAs and Semester Exam data, RTI Reports, mClass data, ECDS Reports
2.1.20. Special education and regular education teachers will coordinate EOC/STAAR and EOC/STAAR-Alt preparation efforts to insure a consistent approach.	Principal Teachers Counselor	August 2023-May 2024	Scheduled meetings, ESC XV training, Local funds, SE Funds	CBAs and Semester Exams

Goal 2	**Rochelle ISD will close the academic performance gaps among student groups.**
Objective 2.1	**In 2023-2024 staff will use innovative methods of instruction and provide additional support to reduce the performance gap by as much as 10%, while enhancing student learning for all student groups, including students in Special Education.**

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
2.1.21. Career and Technology teachers will plan with core teachers to promote mastery of TEKS/EOC/STAAR objectives in their subject area.	Principal Career & Technology Ed (CTE) Teachers	August 2023-May 2024	CTE funds, Local funds	CBAs and Semester Exams
2.1.22. The district will identify homeless students and secure the educational opportunities for these students.	Principal Homeless Liaison	August 2023-May 2024	Teacher training, Local funds Homeless Liaison, McKinney Vento	Professional development, Campus Homeless Student report, PEIMS report
2.1.23. The district will maintain a plan to educate the homeless student. The plan includes identification, eligibility, school options, enrolling, obtaining school records, maintenance of records, immunizations and immunization records, services, forms, professional development, and resources for homeless education.	Counselor School Nurse ESC XV	August 2023-May 2024	Local funds, ESC XV training	Homeless Education Plan
2.1.24. All employees will have access to an incentive plan (through the Teacher Incentive Allotment) based on teacher and student performance.	Superintendent Principal	August 2023-May 2024	TIA Data Collection Resources	TIA Submission

Goal 2	Rochelle ISD will close the academic performance gaps among student groups.
Objective 2.1	In 2023-2024 staff will use innovative methods of instruction and provide additional support to reduce the performance gap by as much as 10%, while enhancing student learning for all student groups, including students in Special Education.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
2.1.25. Sophomores, juniors, and seniors will have the opportunity to take College Dual Credit Classes through Ranger College, Angelo State University, CTC, and Virtual School Network.	Principal Counselor CTE Teachers	August 2023-May 2024	Local funds, CCMR Funds	Transcripts, TAPR/TPRS results, TSI
2.1.26. The Gifted and Talented program will include opportunities to participate in gifted instruction and showcases and project-based assessments and learning.	Gifted and Talented Teacher Superintendent Principal	August 2023-May 2024	Local funds GT Funds	Showcases and Research Projects

Goal 3	All students will be served by qualified and certified teachers and staff.
Objective 3.1	100% of core area teachers are qualified by the end of the 2023-2024 school year. 100% of instructional paraprofessionals meet certification standards. Attract and retain qualified teachers. The percentage of teachers receiving high-quality professional development is 100%. Assist teachers not currently qualified to meet requirements in a timely manner.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
3.1.1. Personnel records will be maintained to ensure all required teachers meet qualified status.	Principal Superintendent Business Manager	August 2023-May 2024	Personnel files, Qualified checklist, Eduphoria, DOI	Qualified compliance report, Principal Attestation Forms, Personnel files, Professional development records
3.1.2. District will assist staff in meeting qualified criteria within the 2023-2024 school year.	Principal Superintendent	August 2023-May 2024	SE & Local funds, Title II, A Title I, Part A, Service Center	Qualified verification, Professional Development records, T-TESS observations, Walk-throughs
3.1.3. The district will hire qualified personnel.	Superintendent Principal	August 2023-May 2024	DOI Checklist and New/DOI Teacher Professional Development	Qualified staff

Goal 3	All students will be served by qualified and certified teachers and staff.
Objective 3.1	100% of core area teachers are qualified by the end of the 2023-2024 school year. 100% of instructional paraprofessionals meet certification standards. Attract and retain qualified teachers. The percentage of teachers receiving high-quality professional development is 100%. Assist teachers not currently qualified to meet requirements in a timely manner.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
3.1.4. The district will conduct recruitment activities to attract qualified persons for all positions by posting vacancies on multiple sites.	Superintendent Principal Technology Coordinator, Interview Team	August 2023-May 2024	District webpage, Local funds, DOI	Applications from highly qualified teachers, Positions posted, Group Interviews
3.1.5. The district will conduct recruitment activities to retain qualified persons in all positions.	Superintendent Principal	August 2023-May 2024	Highly qualified checklist, DOI	Qualified verification, Title I, Part A Compliance Report, Principal Attestation Forms
3.1.6. Provide incentives for teachers to attain certification in high need areas	Superintendent	August 2023-May 2024	Local Funds	Staff development records, Personnel files/certifications, Incentives paid, State Board for Educator Certification

Goal 3	All students will be served by qualified and certified teachers and staff.
Objective 3.1	100% of core area teachers are qualified by the end of the 2023-2024 school year. 100% of instructional paraprofessionals meet certification standards. Attract and retain qualified teachers. The percentage of teachers receiving high-quality professional development is 100%. Assist teachers not currently qualified to meet requirements in a timely manner.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
3.1.7. Assign qualified teachers in equal proportions to all campus areas.	Superintendent Principal	August 2023	Local Funds	Personnel files, Campus demographics, Class schedules
3.1.8. Assist teachers not currently qualified to meet the qualified requirements in a timely manner	Superintendent Principal	August 2023	Title II, Part A Local Funds Title I, Part A	Personnel files, Teaching certificates, Teacher Mentor
3.1.9. Analyze data to ensure all paraprofessional are certified and direct and assist paraprofessional not considered certified to complete appropriate training.	Principal	August 2023	Local Funds Title II, Part A Title I, Part A	Personnel files, Professional development records
3.1.10 Maintain an effective teacher mentoring system to retain staff.	Principal	August 2023- May 2024	Local Funds	Mentor assignments

Goal 3	All students will be served by qualified and certified teachers and staff.
Objective 3.1	**100% of core area teachers are qualified by the end of the 2023-2024 school year.** **100% of instructional paraprofessionals meet certification standards.** **Attract and retain qualified teachers.** **The percentage of teachers receiving high-quality professional development is 100%.** **Assist teachers not currently qualified to meet requirements in a timely manner.**

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
3.1.11 Maintain the percentage of teachers receiving on-going professional development at 100% in 2023-2024. Qualified professional development as determined by district-wide needs assessment (total of 18 hours).	Superintendent Principal	August 2023-May 2024	Local Funds, Available Grant Funds, Title Funds	Professional Development Records, Professional Development, Certifications, Sign-in Sheets, School Calendar, Professional Development offerings

Goal 4	**All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
Objective 4.1	**Rochelle ISD will hold a minimum of 2 events with parents, students, and community-based organization partners to ensure a safe, drug free environment on all campuses to maintain no violent incidences and minimal DAEP placements.**

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
4.1.1. District violent incidences report will be used to formulate a safe and drug-free plan.	Superintendent Principal	August 2023- May 2024	District Planning and Decision-Making Committee PEIMS Parental Notifications	Discipline referrals, ISS placements, DAEP placements
4.1.2. The district will provide DAEP, ISS and other school discipline actions to address student discipline problems.	Principal Superintendent Teachers	August 2023- May 2024	Separate facilities, Student Code of Conduct, Discipline referrals, SCE, Athletic Code of Conduct	5 Tier Discipline, Student progress reports, Student attendance
4.1.3. The district will have a consistent and uniform discipline process.	Principal Superintendent Teachers	August 2023- May 2024	Student handbook, Student Code of Conduct, Disciplinary alternatives	5 Tier Discipline, Student progress reports, Student attendance
4.1.4. Required staff development will be offered to assist teachers in addressing the needs of students in such areas as: discipline and classroom management, bullying, suicide, and violence prevention, conflict resolution, restraint training, and other training (such as MHMR resource training).	Principal Superintendent Counselor Sped Ed Co-op	August 2023- May 2024	Staff development schedule, ESC XV consultants, Title IV, Part A, Title I, Part A, Eduhero	Staff development, Discipline referrals, DAEP/ISS placements, Incidence reports, Attendance data, Teacher requests

Goal 4	All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
Objective 4.1	Rochelle ISD will hold a minimum of 2 events with parents, students, and community-based organization partners to ensure a safe, drug free environment on all campuses to maintain no violent incidences and minimal DAEP placements.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
4.1.5. Staff will be trained in the district's Emergency Operation Plan and Procedures (EOP). Parents will be familiar with items on the EOP as allowed.	Superintendent Principal	August 2023-May 2024	Emergency Operation Plan (EOP), Faculty Handbook	Approved EOP, Campus meetings sign-in sheets, Feedback from community, and Public comments from community
4.1.6. The campus principal will work with community resources including Justice of the Peace, law enforcement, juvenile probation, Student Health Advisory Committee, and social agencies to provide educational opportunities and assist in maintaining safe and drug-free campuses.	Principal Counselor School Nurse Teachers	August 2023-May 2024	Communication with community agencies Title IV, Part A Drug Testing Supplies	Discipline referrals, Attendance data, Incidence reports, DAEP/ISS placements, Drug Test Results
4.1.7. Administrators, teachers, counselor will work closely with parents of students with discipline problems to develop intervention options.	Principal Counselor Teachers	August 2023-May 2024	Parent conferences, Title I, Part A, Local funds	Discipline referrals, Attendance data, DAEP/ISS placements, Incidence reports

Goal 4	All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
Objective 4.1	Rochelle ISD will hold a minimum of 2 events with parents, students, and community-based organization partners to ensure a safe, drug free environment on all campuses to maintain no violent incidences and minimal DAEP placements.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
4.1.8. A comprehensive counseling and guidance program (composed of multiple subprograms such as Red Ribbon Week, Kindness Awareness, and Bullying Prevention) will be implemented. Included in this program will be career education, social skills, conflict resolution, suicide prevention, character education, social-emotional education, health and wellness issues, post-secondary options, financial aid and four-year plans.	Principal Counselor School Nurse	August 2023- May 2024	Student handbooks, Career education information and materials, School nurse, College information & visits, Career assessment materials, Title I, Part A, Rochelle Career Day, Rochelle Community Day, Code of Conduct	Returned handbook signature page, Personal Graduation Plan, Attendance, Drop-out data
4.1.9. The district will develop a tool for submitting (anonymously) concerns regarding student bullying, sexual harassment, or dating violence. Students receive instruction on bullying, dating violence, and violence prevention through the counselor.	Superintendent Counselor Principal	August 2023- May 2024	Completed Rochelle I.S.D. Safety Plan, District Planning and Decision Making Committee, McCulloch County Officials, Character Education Programs, Rochelle ISD Suicide Plan	PEIMS discipline report
4.1.10. The district will provide staff awareness regarding the Rochelle I.S.D. policy and reporting process for dating violence.	Superintendent Counselor Principal	August 2023- May 2024	Eduhero, Brochures District Attorney, The Haven	In-service sign-in sheets, PEIMS discipline reports

Goal 4	**All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
Objective 4.1	**Rochelle ISD will hold a minimum of 2 events with parents, students, and community-based organization partners to ensure a safe, drug free environment on all campuses to maintain no violent incidences and minimal DAEP placements.**

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
4.1.11. The district will provide awareness sessions regarding dating violence behaviors, the reporting process for dating violence, and technological literacy and Rochelle I.S.D. policy with opportunity for parents to view the materials.	Superintendent Principal Counselor Sheriff Department	August 2023- May 2024	Rochelle I.S.D. Safety Plan, District Planning and Decision-Making Committee, The Haven, Student Resource Officer, SHAC	Completed safety plan, PEIMS discipline reports

Goal 5	**All students will graduate from high school**
Objective 5.1	**Rochelle ISD will maintain a low dropout rate through the 2023-2024 school year.**

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
5.1.1. Additional reinforcement through the use of Saxon Phonics, IXL Math, math intervention, iStation, mClass, Take Flight, aides in the classroom and during- and after-school tutorials will be provided to students at the appropriate grade level to help them achieve academically.	Principal Teachers	August 2023- May 2024	Tutorials, Title I, Part A SCE, SSI, Local funds	Benchmarks, Student progress reports, STAAR Results, Special Education Documents
5.1.2. Parents will be provided all relevant information to be a part of the planning process to ensure academic success.	Principal Homeless Liaison Counselor	August 2023- May 2024	Parent meetings, Home visits, Parents on District Planning and Decision Making Committee, Pamphlets/Newsletters, Advisory Committees, Website, Social Media, Financial aid information; Financial Aide Class for Parents	Attendance data, Student progress reports, Parent attendance data
5.1.3. Pregnancy related services will be provided to teen parents.	Homeless Liaison Counselor Teachers	August 2023- May 2024	Local funds, Title I Homeless Liaison Home visits	Attendance data, Student progress reports

Goal 5	All students will graduate from high school				
Objective 5.1	Rochelle ISD will maintain a low dropout rate through the 2023-2024 school year.				
Strategy/Action Implementation	**Person Responsible**	**Timeline**	**Resources Needed**	**Formative Evaluation**
5.1.4. A student Career Day will be conducted yearly to assist students with career choices and life skills. District counseling staff will organization College Visit Days/Show-Cases.	Counselor Principal Superintendent Career Day Committee	August 2023-May 2024	Local Funds	Attendance Data
5.1.5. Transition activities will be provided for junior high students (freshman orientation) and their parents to ensure a successful beginning at the ninth grade.	Counselor Principal Homeless Liaison	August 2023-May 2024	Parent meetings/Campus visitation, Four-year planning, Summer school for at-risk eight graders, Local funds, Parent Communication through technologies, Title I, Part A	Student progress reports, Attendance data, Parent attendance data
5.1.6. The district will work with the juvenile justice department, School Resource Officer and other community agencies to address chronic attendance and discipline problems.	Principal Homeless Liaison SRO Teachers	August 2023-May 2024	Attendance rosters, Attendance letters, Justice of the Peace, SRO, Title I, Part A	Attendance data, Student progress reports, Discipline Reports, Call logs

Goal 5	All students will graduate from high school
Objective 5.1	Rochelle ISD will maintain a low dropout rate through the 2023-2024 school year.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
5.1.7. A comprehensive guidance program will assist students in developing the knowledge, skills, and competencies necessary for a broad range of post-secondary opportunities.	Superintendent Counselor Principal Teachers	August 2023- May 2024	Counselor Career Day Campus Visits Scheduled group guidance classes Local funds; Title I, Part A PGPs (Personal Graduation Plans)	Completed four-year plans Student progress reports Surveys CAP & COP & ASVAB Career inventories
5.1.8. Follow-up surveys will be developed to track post-secondary students as part of an effort to increase the number of students enrolled in higher education plans with the intent for post-secondary education.	Counselor Principal	August 2023- May 2024	Counselor Degree plans REAP Scholarship Fund	Completed four-year plans Survey results Post-secondary education enrollment data

Goal 5	All students will graduate from high school
Objective 5.2	By May 2024 the number of students on the failing list for each grading period will be reduced by 2% from the previous year.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
5.2.1. Campuses will provide additional support to students who are failing through various research-based strategies.	Principal Aides Teachers	August 2023-May 2024	Title I, Part A & SCE Research-based instruction supplies Summer School Local funds; Tutorials; IXL	Progress reports Notices of concern Graduation data
5.2.2. Opportunities for credit recovery will be provided to students.	Principal Teachers	August 2023-May 2024	Summer school/enrichment Title I, Part A SCE After, Saturday, & Summer School Local funds	Student progress reports & report cards Attendance reports
5.2.3. Individual conferences with students who are not meeting academic standards and their parents will be held to address personal graduation plans (PGP.)	Principal Counselor	August 2023-May 2024	Title I Parent and Homeless Liaison Local funds Scheduled meetings	Conference schedules Student progress reports Test Data
5.2.4. Personal graduation plans will be developed for all students experiencing difficulty in making adequate yearly progress in grades 6-12.	Principal Counselor	August 2023-May 2024	Counselors PGP training Local funds	Completed PGP's Student progress reports Student schedules

Goal 5	All students will graduate from high school				
Objective 5.2	By May 2024 the number of students on the failing list for each grading period will be reduced by 2% from the previous year.				
Strategy/Action Implementation	**Person Responsible**		**Timeline**	**Resources Needed**	**Formative Evaluation**
5.2.5. Administrators, Counselors, and teachers will refer families needing additional assistance to appropriate local, state, and federal agencies.	Counselor Principal Teachers		August 2023- May 2024	Referral list Scheduled conferences Working relationship w/social agencies Homeless funds	Student progress reports Attendance data
5.2.6. The Child Study Team and RtI Committee will monitor at-risk students and suggest necessary intervention strategies as needed.	Counselor Spec. Ed. Teachers 504 Coordinator Principal		August 2023- May 2024	At-risk student profile Discipline referrals Attendance data Student progress reports Local funds Child Study Team	Student progress reports Attendance data

Goal 5	All students will graduate from high school				
Objective 5.3	By May 2024 student attendance will be in the top quartile of all comparison districts.				
Strategy/Action Implementation		Person Responsible	Timeline	Resources Needed	Formative Evaluation
5.3.1. Administrators and teachers will work closely with parents to improve student attendance.		Principal Attendance Committee	August 2023-May 2024	Parent contact & Home visits PEIMS attendance data; Rewards	Attendance data Student progress reports

Goal 5	All students will graduate from high school
Objective 5.4	ACT/SAT college entrance examination scores will meet the state average in 2023-2024.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
5.4.1. Students will have the opportunity to use preparatory resources in order to prepare for college entrance examinations.	Principal Counselor Teachers	August 2023-May 2024	ACT Study Guide SAT Study Guide	ACT/SAT student scores

Goal 6	**Parents will be full partners with educators in the education of their children.**
Objective 6.1	**By May 2024 Rochelle ISD will implement a system of written and verbal communication (such as through Ascender's Grade Portal and Teacher's Remind accounts) with parents to reduce the number of student failures for each grading period.**

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
6.1.1 Rochelle ISD will provide written and oral communication with parents in the language they can understand to keep them fully informed of their child's academic progress and individual student assessment results.	Principal Teachers Counselor	August 2023-May 2024	Student progress reports; Title I, Part A; Notices of concern; Parent conferences; Home visits; Telephone equipment & logged phone conversations; Rochelle ISD web page; Parent newsletters; Facebook	Parent contact logs Student progress reports EOC/STAAR data TAPR/TPRS data
6.1.2 Student progress reports will be sent to parents each nine-week grading period, including reports for all services provided students in special education.	Principal SE Coordinator	August 2023-May 2024	Student progress reports Postage PEIMS data	Three-week data EOC/STAAR data TAPR/TPRS data
6.1.3 PTC and other parent-led organizations will increase visibility and involvement on campus through various means (dances, parent-hosted community engagements, etc.)	Principal Parents	August 2023-May 2024	Community Funds	Student and Parent Engagement

Goal 6	**Parents will be full partners with educators in the education of their children.**				
Objective 6.1	**By May 2024 Rochelle ISD will implement a system of written and verbal communication with parents to reduce the number of student failures for each grading period.**				
Strategy/Action Implementation	**Person Responsible**	**Timeline**	**Resources Needed**		**Formative Evaluation**
6.1.4. The district will implement multiple strategies to expand and improve communication between parents and school to ensure that parents are involved in all aspects of their child's education	Principal Counselor Teachers Technology Coordinator	August 2023-May 2024	Local funds		Parent conferences, Back to School Night, Meet the Hornets, Student Progress reports/3 week notices, Home visits as needed, parent volunteers, parent/student handbooks, PTC (Parent Teacher Committee), School website, Parent Portal, School Facebook, Blackboard Connect, Detention
6.1.5. The district will maintain an open communication system between extracurricular organizations (athletic and non-athletic) to keep parents, students, and stakeholders.	Principal Extracurricular Sponsors/Coaches Teachers Technology Coordinator	August 2023-May 2024	Local funds		Thrillshare, Remind, Parent Meetings

Goal 6	Parents will be full partners with educators in the education of their children.
Objective 6.1	The district will provide multiple opportunities for parents to visit school, discuss student's projects, be involved in student activities, and communicate with teachers.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
6.2.1 Parents will be involved in campus planning activities through the District Planning and Decision-Making Committees, federal programs planning and special project planning.	Principal Counselor	August 2023-May 2024	Newspaper and radio notices Parent newsletters Planning committees Parent meetings School Facebook & Website Parent Portal	Parent participation data Student progress reports
6.2.2. Information workshops for EOC/STAAR assessments will be held for parents in a language they understand.	Principal Counselor Teachers	August 2023-May 2024	Parent meetings; Letters to parents; Media notices EOC/STAAR materials	Sign-in sheets CBAs and Semester Exams
6.2.3. Parents and community members will serve as mentors and volunteers to assist in classroom and school projects based on an exploration of opportunities that can elicit a deeper involvement by all community members.	Principals Counselor	August 2023-May 2024	Title I Homeless Liaison Schedules	Sign-in sheets Attendance logs CBAs and Semester Exams Student progress reports
6.2.4. The district will use local and area media as well as the Rochelle ISD website to keep parents and community informed of student activities.	Principal Athletic Director Counselor	August 2023-May 2024	Local newspaper and radio Rochelle ISD web page Facebook Staff media contributions	Web site and Thrillshare Parent and community surveys

Goal 6	**Parents will be full partners with educators in the education of their children.**				
Objective 6.1	**The district will provide at least two opportunities for parents to visit school, discuss student's projects, be involved in student activities, and communicate with teachers.**				
Strategy/Action Implementation	**Person Responsible**		**Timeline**	**Resources Needed**	**Formative Evaluation**
6.2.5. The district will plan activities that involve the school to the community.	Principal Homeless Liaison		August 2023- May 2024	Open House; Parent Conferences Fitness Center; Fall Festival; Title I Parent Liaison; Local Funds; Title I Parent Meetings; Rochelle Community Day, Career Day	Participation data Parent and community surveys Student progress reports Continued use of opportunities already in place

Goal 7	Rochelle ISD will collaborate with community members to expand educational opportunities.
Objective 7.1	By May 2024 Rochelle ISD will explore financial options to expand educational opportunities.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
7.1.1. Efforts will be made through the media and personal contact to inform the community of the district's financial needs.	Superintendent Board of Trustees District Planning and Decision Making Committee	November 2022	Media Surveys Community meetings District meetings Social Media	Reports
7.1.2. The superintendent and board of trustees will work together to determine financial options	Superintendent Accounts Payable Board of Trustees	July 2023	Scheduled meetings Financial reports	Budget
7.1.3. The district will hold community group meetings, building avenues of communication between the district and the community regarding district needs.	Superintendent District Planning and Decision Making Committee Board of Trustees	August 2023- May 2024	Media Meeting space Community calendar of events Social Media	Survey results Community participation
7.1.4. The district will pursue grants and other federal, state, and local resources that will supplement instructional programs and additional services to meet the needs of all students.	Superintendent Designated Grant Writer	August 2023- May 2024	Needs assessment data: TAPR/TPRS; PEIMS; Survey results Disaggregated EOC/STAAR scores	School board minutes Funded grants Grant process and product evaluations District I&S Bond

Goal 7	Rochelle ISD will collaborate with community members to expand educational opportunities.
Objective 7.1	By May 2024 Rochelle ISD will explore financial options to expand educational opportunities.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
7.1.5 The district will develop a long-range plan to address the facility needs as identified by the facilities survey.	Superintendent District Planning and Decision-Making Committee and CEIC Board of Trustees	August 2023-May 2024	Survey results Safety reports Student enrollment	Safety reports Surveys

Goal 8	All English Language Learner students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading and mathematics
Objective 8.1	By May 2024 100% of students designated as Emerging Bilingual who take the state assessment will achieve mastery on all portions.

Strategy/Action Implementation	Person Responsible	Timeline	Resources Needed	Formative Evaluation
8.1.1. Within two weeks of enrollment date all EB students will be receiving service in the ESL program, designed to facilitate English language acquisition.	ESL Teacher Principal	August 2023-May 2024	ESL staff, supplies, materials, and curriculum LPAC placement, documentation Local and ESL funds LEP/ELL ESC XV LPAC training	TELPAS Reading OLPT Norm referenced assessment CBAs and Semester Exams
8.1.2. All ESL program requirements, providing services to EB students in the district, will be followed.	ESL Teacher Region Service Center	August 2023-May 2024	ESC XV staff and LPAC training Teacher training ESL funds LEP/ELL Local funds Planning/documentation time	Student folder documentation End-of-year evaluation CBAs and Semester Exams
8.1.3. Training will be provided as needed for TELPAS raters.	ESL Teacher	August 2023-May 2024	TELPAS face-to-face and online training technology Schedules	Training schedules TELPAS certification
8.1.4. The district will encourage teachers to get their ESL certification.	Superintendent	August 2023-May 2024	ESL Funds Title II, Part A	ESL certifications

FEDERAL, STATE, AND LOCAL FUNDING

TITLE I, PART A, (211) (ALL 100%)

211-11-6129-01-001-230000	$16,705	Salary: 25% of 3 Individual Paraprofessional Positions
211-11-6129-01-001-230000	$19,708	Salary: 100% of 1 Individual Paraprofessional Position
211-11-61xx	$8,545	Misc payroll (TRS, Medicare, High Needs Stipends)
211-11-62xx	$3,636	Prof Contract Services
211-11-63xx	$14,710	Misc Supplies
211-11-64xx	$100	Homeless Supplies

TOTAL: $63,404

TITLE II, PART A (FUND 255)

255-11-62xx	$498	Prof Contract Services
255-11-63xx	$8,164	Misc Supplies

TOTAL: $8,662

REAP GRANT (FUND 289)

289-11-6129-00-001-223000	$9,018	Salary (Split PIC)
289-11-61xx	$7,000	Misc payroll (TRS, Medicare)

TOTAL: $16,018

TITLE IV (FUND 288)

288-11-62xx	$574	Prof Contract Services
288-11-64xx	$9,426	Misc Supplies

TOTAL: $10,000

Acronyms

ACT	American College Testing program		NCCER	National Center for Construction Education and Research
ADA	Average Daily Attendance		NCLB	No Child Left Behind
TAPR/TPRS IT	Academic Excellence Indicator System Improving EOC		NIMS	National Incident Management System
TAPR/TPRS	Academic Excellence Indicator System		NGS	New Generation System
AMAO	Annual Measurable Achievement Objective		NRP	National Response Plan
AMI	Accelerated Math Instruction		OFYP	Optional Flexible Year Program
ARI	Accelerated Reading Instruction		OLPT	Oral Language Proficiency Test
AYP	Adequate Yearly Progress		PAC	Parental Advisory Council
CAP	Comprehensive Analysis Process		PAS	Program Accountability System
CATE	Career and Technology Education		PBMAS	Performance Based Monitoring Analysis System
CEIC	Campus Education Improvement Committee		PDAS	Professional Development and Appraisal System
CIP	Campus Improvement Plan		PEIMS	Public Education Information Management System
CSR	Comprehensive School Reform		PEP	Pregnancy Education and Parenting Grant
CTE	Career & Technology Education		PGP	Personal Graduation Plan
DAEP	District Alternative Education Program		PLC	Professional Learning Communities
DAS	Data Accountability System		POETE	Plan Organize Equip Train Exercise
DIP	District Improvement Plan		RPTE	Reading proficiency Tests in English
EOC	End of Course testing		RTI	Response To Intervention
ELL	English Language Learners		SBEC	State Board for Educator Certification
EOP	Emergency Operations Plan		SCE	State Comprehensive Education
ESC	Education Service Center		SEDL	Southwest Educational Development Lab
ESL	English as a Second Language		SEA	State Educational Agency
FCS	Family and Consumer Sciences		SES	Supplemental Educational Services
FEMA	Federal Emergency Management Agency		SIP	School Improvement
FERPA	Family Educational Rights to Privacy Act		SSA	Shared Services Agreement
FTE	Full Time Employment		SSI	Student Success Initiative
GED	Genera Educational Development		STAAR	State Testing of Academic Assessment Readiness
GT	Gifted and Talented		EOC	End of Course Exam
HQ	Highly Qualified		TAPR/TPRS	Texas Academic Performance Reports
ICS	Incident Command System		TEA	Texas Education Association
ID&R	Identification and Recruitment		TEC	Texas Education Code
IEP	Individual Education Plan		TEKS	Texas Essential Knowledge and Skills
ISS	In-School Suspension		TELPAS	Texas English Language Proficiency Assessment System
LEA	Local Education Agency		TPRI	Texas Primary Reading Inventory
LEP	Limited English Proficient		USDOE	United States Department of Education
LPAC	Language Proficiency Assessment Committee		VSAT	Vulnerability Self-Assessment Tool
MEP	Migratory Education Program		WADA	Weighted Average Daily Attendance