Carroll Independent School District

Rockenbaugh Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 20, 2025
Public Presentation Date: September 22, 2025

Mission Statement

CISD educates and inspires every Dragon through a tradition of excellence and innovation in academics, character, and service for life-long success.

Vision

Empowering all Dragons to achieve excellence.
Tagline: Inspire Excellence

Value Statement

Excellence: We believe in continuously pursuing excellence to achieve a well-rounded experience.

Integrity and Character: We believe in exhibiting the highest standards of integrity and character.

Respectful Relationships: We believe in building relationships that foster mutual respect.

Curiosity and Innovation: We believe in igniting individual curiosity for life-long learning and encouraging risk-taking for innovation.

Honest Communication: We believe in communicating honestly and sincerely.

Service: We believe in meaningfully serving others.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rockenbaugh Elementary is a preschool-4th-grade campus in the middle of the Southlake, Texas community. It is one of five elementary school campuses in the Carroll ISD. There are approximately 536 students enrolled, and about 63 professional faculty and staff members are assigned to support these students. We serve a community that is extremely supportive of the students, teachers, and staff. Rockenbaugh has 66 students labeled gifted-talented at 13.1%.

2023-24 Texas Academic Performance Report for Rockenbaugh Elementary

White 59.5%
Asian 22.2%
Hispanic/Latino 10.4%
Two or More Races 6.5%
Black/African American 1.3%
American Indian/Alaska Native 0.0%
Native Hawaiian/Other Pacific Islander 0.0%
Economically Disadvantaged 1.9%
Emergent Bilinguals (EB) 10.1%
At-Risk 19.6%
Mobility 6.3%
Sped 11.8%

Demographics Strengths

Rockenbaugh Elementary has many strengths. Some of the most notable demographics strengths include:

1. The latest TAPR report shows 11.8% of students are identified as needing Special Education services. This is below state (13.9%) and above district (9.1%) averages.
2. The latest TAPR report shows the campus attendance rate to be 96.1% which is above the district average.
3. Families move to Southlake because of the excellent reputation and success of our schools.
4. Our families value education. If a student is struggling, parents go above and beyond to do whatever is necessary to help.
5. The campus has extremely high expectations for students. This is expected and valued by parents and the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: With a high percentage of GT students-13.1%, and a high percentage of SPED students-11.8%, our campus needs to focus on differentiating instruction to meet the needs of all learners.
Root Cause: Teachers must look at ways to differentiate instruction to focus on the varied student needs.

Student Learning

Student Learning Summary

Carroll ISD has a viable and rigorous district curriculum that is tightly aligned with our state standards, the TEKS. District coordinators work with classroom teachers to ensure the alignment of TEKS to our instructional strategies. All curriculum documents are loaded into Eduphoria Forethought where teachers enter their lesson plans and click on the TEKS they will be teaching. Teachers include the objective being taught, the activity, and the assessment to measure the objective.

We meet in Professional Learning Communities every two weeks to discuss our progress toward our SMART goals (lowest-scoring objectives). We create formative assessments that drive our instruction and lesson planning. During the PLCs we also research different ways to differentiate our instruction to meet the needs of our diverse learners.

Rockenbaugh's strength is our academic achievement. The campus also received the following 2024-2025 Distinction Designations:

- Academic Achievement in Reading /Language Arts
- Academic Achievement in Mathematics
- Top 25%: Comparative Academic Growth
- Top 25%: Comparative Closing the Gaps
- Postsecondary Readiness

Below is a summary of the 2025 STAAR Campus and District Results:

- 3rd Grade Reading-RES 97% Approaches; 96% Meets and 70% Masters
- 3rd Grade Reading-District 98% Approaches; 93% Meets and 73% Masters

- 3rd Grade Math-RES 97% Approaches; 96% Meets and 70% Masters
- 3rd Grade Math-District 97% Approaches; 88% Meets and 61% Masters

- 4th Grade Reading-RES 95% Approaches; 92% Meets and 81% Masters
- 4th Grade Reading-District 98% Approaches; 88% Meets and 63% Masters

- 4th Grade Math-RES 93% Approaches; 85% Meets and 78% Masters
- 4th Grade Math-District 96% Approaches; 88% Meets and 61% Masters

Student Learning Strengths

Education research and theory points to three elements that must be present for high levels of student learning to occur: rigorous content, advanced educator

knowledge and skills, and high levels of student engagement (City, E., Elmore, R., Fiarman, S., & Teitel, L. 2009). Carroll ISD is strong in each of these areas as evidenced by our success on STAAR and CogAT/ITBS. Our classroom teachers meet weekly to discuss target instructional goals and lesson planning. The administration sits in these meetings monthly.

Our district has a MTSS coordinator that has led us in consistent practices. Tier 1 = CORE - Intentional Instructional Practice (including tutorials/reteaching) for EVERY student. Tier 2 = SECONDARY - Target Interventions (n specific skill needs/levels) for SOME students. Tier 3 = INTENSIVE - Intensive & Individualized Interventions (following DBI Process) for FEW students. We have data/intervention meetings once each six weeks to get an update on how students are progressing in their interventions and discuss ways to help our struggling learners.

Rockenbaugh implements an Intervention/Enrichment Block called W.I.N Time. During this block, students are given targeted interventions and/or extensions based on their needs.

Student Achievement Strengths

Math:

- 3.3 (A)S (Averaging 93.98%) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines

- 3.4 (B)S (Averaging 96.34%) round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems

- 4.2 (B)R (Averaging 90.10%) represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals

- 4.4 (A)R (Averaging 91.09%) add and subtract whole numbers and decimals to the hundredths place using the standard algorithm

 Reading

- 3.3 (D)S (Averaging 92.86%) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

- 3.11 (B.ii) [R] (Averaging 94.5%) developing an engaging idea with relevant details;

- 4.3 (D)S (Averaging 94.06%) identify, use, and explain the meaning of homophones such as reign/rain

- 4.6 (H)R (Averaging 93.07%) synthesize information to create new understanding

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd and 4th-grade students struggle to solve multi-step word problems correctly.
Root Cause: The students struggled to read through the entire problem to comprehend that there is more than one step to solving the problem.

Problem Statement 2: The 3rd Grade Reading common and formative assessment scores identify students gaps in understanding how the author's choice of text features, language within the text, and organizational structures influence and communicate meaning.
Root Cause: Students in all grades need more exposure to texts and explicit instruction in the five text structures as they relate to recognizing characteristics, structures of text, and author's purpose.

Problem Statement 3: The 4th Grade Reading common and formative assessment scores identify students gaps in understanding how the author's choice of text features, language within the text, and organizational structures influence and communicate meaning.
Root Cause: Students in all grades need more exposure to texts and explicit instruction in the five text structures as they relate to recognizing characteristics, structures of text, and author's purpose.

Problem Statement 4: Students in upper grades are not able to apply phonics rules to reading and writing.
Root Cause: Students in primary grades made growth in phonemic awareness skills in isolation.

Problem Statement 5: 4th Grade students struggle to correctly solve multi-step word problems.
Root Cause: The students struggled to read through the entire problem to comprehend there is more than one-step to solve the problem.

Problem Statement 6 (Prioritized): The campus Amplify/DIEBELS assessment scores need to be monitored so that student scores remain at or above the composite score benchmark.
Root Cause: Teachers will be using a new curriculum to teach phonics and phonemic awareness.

Problem Statement 7 (Prioritized): With a high percentage of GT students-13.1%, and a high percentage of SPED students-11.8%, our campus needs to focus on differentiating instruction to meet the needs of all learners.
Root Cause: Teachers must look at ways to differentiate instruction to focus on the varied student needs.

Problem Statement 8: 3rd and 4th Grade students struggle to solve multi-step word problems correctly .
Root Cause: The students struggled to read through the entire problem to comprehend there is more than one-step to solve the problem.

Problem Statement 9 (Prioritized): The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2025-26 school year.
Root Cause: Family vacations are the primary cause of lower attendance. Many families take vacation days before the holiday breaks or leave to go out of the country for multiple weeks.

Problem Statement 10 (Prioritized): Students lack proficient keyboarding skills.
Root Cause: Students are expected to type responses at an age sooner than previously expected. Also, inoperable keyboards don't consistently allow students to utilize proper hand positions.

Problem Statement 11: There is an increase in disruptive behavior in the classroom.
Root Cause: There is a lack of consistency with the rules throughout the campus.

School Processes & Programs

School Processes & Programs Summary

Rockenbaugh Elementary is respected for its sense of safety. The parents, community, staff, and students report feeling safe at school. Campus procedures are organized to maximize efficiency and safety. The master schedule is designed around instruction, and daily routines reflect campus expectations for behavior and learning. Expectations are high.

All staff members at Rockenbaugh Elementary School met the state certified requirements resulting in students being surrounded by staff that hold high expectations for learning. In addition to professional development, the PLC meetings reinforce what staff are learning by discussing best practices, SMART goals, implementation, articles, and formative assessments. Teachers observe each other in a spirit of learning together by participating in Learning Walks.

School Processes & Programs Strengths

Some of the strengths include:

1. Protecting instructional time is a priority.
2. Time for teacher collaboration is built into the school day.
3. Time is set aside during the school year for the teachers to plan and write curriculum together.
4. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by the active parent community.
5. Teachers accommodate special populations with more time and individualized instructional plans.
6. MTSS is being utilized successfully with students being referred to the appropriate special population.
7. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
8. Safety drills are performed regularly and efficiently.

Rockenbaugh celebrates the following strengths:

1. Rockenbaugh School staff values professional development and seeks opportunities to participate in staff development in addition to what the district requires.
2. 100% of the staff are state certified.
3. 100% of the certified staff have participated in multiple professional development opportunities during this past school year.
4. Grade level and team PLCs strengthen instruction through the alignment of the curriculum, lesson planning, and the identification of interventions for targeted students and TEKS/student expectations.
5. The technology staff development opportunities have helped the staff become more competent and effective with the integration of technology in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our students are feeling anxious.
Root Cause: Students lack the resilience and problem-solving skills needed to move forward.

Problem Statement 2 (Prioritized): Students lack proficient keyboarding skills.
Root Cause: Students are expected to type responses at an age sooner than previously expected. Also, inoperable keyboards don't consistently allow students to utilize proper hand positions.

Problem Statement 3 (Prioritized): The campus will continue to focus on helping students and staff feel safe at school.
Root Cause: There has been an increase in school violence in surrounding districts and an increase in students' awareness of these events.

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Problem Statement 12: There is an increase in disruptive behavior in the classroom.
Root Cause: There is a lack of consistency with the rules throughout the campus.

Problem Statement 13 (Prioritized): Staff information across Rockenbaugh and all other CISD elementary campuses must be consistent and aligned to ensure clear and efficient communication.
Root Cause: Inconsistencies and misalignments in communication with campus staff stem from the district's lack of standardized communication protocols and guidelines.

Perceptions

Perceptions Summary

Family involvement is a definite strength for our campus. This past year, volunteers contributed over 3,000 volunteer hours. Our volunteers serve in many different capacities, including in the classrooms, in the library, in the workroom areas, during special student events, etc. Our families' perception of our school and its effectiveness is one of a positive nature. They report feeling very welcome when they come into the school due to the reception they receive in our front office and the warm, welcoming attitude of our staff. We have received positive comments referencing how well the school is doing in educating students and how we take care of the various needs of our families. Additionally, we view customer service as a priority.

Our website is kept up to date and has information about upcoming events as well as resources for the parents to assist their children at home. In addition to the website, the campus administration sends a weekly newsletter titled "Pebbles for Parents... little bits of information from the Rock Administration", and grade levels send weekly electronic newsletters.

Rockenbaugh values the partnership with our PTO. This relationship is supported throughout the year and campus administration utilizes PTO to assist with different events that we have for the students and their families. We appreciate working with other district and community organizations. In addition, we have parent and community members that participate in our campus SBDM committee. Members are willing to voice their opinion and state their cause as campus issues arise.

Rockenbaugh Elementary enjoys a warm, inviting culture where students feel welcome, supported and accepted. Expectations for student behavior are high and we are blessed to have respectful, confident, caring students. This culture of respect also exists between staff and parents.

An annual review is conducted of the discipline records. Rockenbaugh has very few problems. There have been no significant increases, indicating that resolution programs and interventions are successful. Therefore, conflict resolution will be maintained as a continual focus.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. The campus stays tuned to recommendations provided by the district school health advisory council. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction, time for studying and time for active, physical activity.

Perceptions Strengths

Rockenbaugh Elementary School enjoys an involved family and community environment. When events occur, our campus has a high attendance. Rockenbaugh Elementary School's success is largely due to the support, participation and cooperation of our families and communities.

Rockenbaugh Elementary celebrates a healthy, supportive culture. Students report that they feel safe at school. Students are accepting of students new to RES and CISD. Teachers feel empowered and valued. They report that RES is a great place to work. Administrators work closely with faculty, staff, and parents in decision-making. Teachers feel that they have a voice in the decisions that are made.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students, staff, and parents are seeking solutions to reduce stress and anxiety and find ways to promote well-being.
Root Cause: Culture shifts and technology.

Problem Statement 2 (Prioritized): Teachers and parents feel uneasy about the changes in staffing, programs, and resources.
Root Cause: Concerns regarding budget changes and district-wide cuts are raised due to the state's lack of adequate funding.

Problem Statement 3 (Prioritized): The campus will continue to focus on helping students and staff feel safe at school.
Root Cause: There has been an increase in school violence in surrounding districts and an increase in students' awareness of these events.

Problem Statement 4 (Prioritized): Our students are feeling anxious.
Root Cause: Students lack the resilience and problem-solving skills needed to move forward.

Priority Problem Statements

Problem Statement 1: Our students are feeling anxious.

Root Cause 1: Students lack the resilience and problem-solving skills needed to move forward.

Problem Statement 1 Areas: School Processes & Programs - Perceptions

Problem Statement 2: The campus Amplify/DIEBELS assessment scores need to be monitored so that student scores remain at or above the composite score benchmark.

Root Cause 2: Teachers will be using a new curriculum to teach phonics and phonemic awareness.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Students lack proficient keyboarding skills.

Root Cause 3: Students are expected to type responses at an age sooner than previously expected. Also, inoperable keyboards don't consistently allow students to utilize proper hand positions.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: The campus has had an attendance rate around 96% for multiple years. We are looking to move towards 97-98% attendance for the 2025-26 school year.

Root Cause 4: Family vacations are the primary cause of lower attendance. Many families take vacation days before the holiday breaks or leave to go out of the country for multiple weeks.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: The campus will continue to focus on helping students and staff feel safe at school.

Root Cause 5: There has been an increase in school violence in surrounding districts and an increase in students' awareness of these events.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: Teachers and parents feel uneasy about the changes in staffing, programs, and resources.

Root Cause 6: Concerns regarding budget changes and district-wide cuts are raised due to the state's lack of adequate funding.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 3rd and 4th-grade students struggle to solve multi-step word problems correctly.

Root Cause 7: The students struggled to read through the entire problem to comprehend that there is more than one step to solving the problem.

Problem Statement 7 Areas: Student Learning - School Processes & Programs

Problem Statement 8: With a high percentage of GT students-13.1%, and a high percentage of SPED students-11.8%, our campus needs to focus on differentiating instruction to

meet the needs of all learners.

Root Cause 8: Teachers must look at ways to differentiate instruction to focus on the varied student needs.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Staff information across Rockenbaugh and all other CISD elementary campuses must be consistent and aligned to ensure clear and efficient communication.

Root Cause 9: Inconsistencies and misalignments in communication with campus staff stem from the district's lack of standardized communication protocols and guidelines.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Goal 1
Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 1: Objective 1.1:
Curriculum: Encourage and support teachers in implementing innovative teaching methods and techniques.

By providing comprehensive support, resources, and encouragement to help create an environment where teachers feel empowered to explore and implement innovative teaching methods, ultimately leading to enhanced educational outcomes for students.

Evaluation Data Sources: MAP Assessments (K-4th)
BOY, MOY, EOY District Assessments
Common Assessments
STAAR Assessments
CogAT and ITBS Data
PLC Meeting Discussions and Outcomes
Classrooms Observations and Walkthroughs

Professional Development
Mentorship Programs: Establish mentorship programs where experienced teachers can guide others in experimenting with and implementing new techniques.

Collaborative Environment
Professional Learning Communities (PLCs): Establish PLCs where teachers can collaborate, share ideas, and support each other in implementing new teaching methods.
Feedback Systems: Implement systems for teachers to receive constructive feedback from peers and administrators on their innovative teaching practices.

Recognition and Incentives
Awards and Recognition: Recognize and reward teachers who successfully implement innovative teaching methods through awards, public acknowledgment, and career advancement opportunities.

Evaluation and Adjustment
Continuous Improvement: Regularly evaluate the effectiveness of innovative teaching methods and make adjustments based on data and feedback.
Research and Evidence-Based Practices: Encourage the use of research and evidence-based practices to ensure that the innovative methods being implemented are effective and beneficial for students.

Strategy 1 Details		Reviews		
Strategy 1: Increase the percentage of students in grade K-2 Reading scoring At or Above Benchmark on the Dibels Assessment.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy 1 Details	Reviews			
Strategy 1: Increase the percentage of students in grade K-2 Reading scoring At or Above Benchmark on the Dibels Assessment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student academic growth as measured by: mCLASS/Amplify/DIBELS **Staff Responsible for Monitoring:** Classroom Teachers: Play a crucial role in delivering effective literacy instruction, implementing research-based strategies, providing differentiated support, and monitoring student progress. Campus Administration: Establish school-wide literacy goals, allocate resources, provide professional development opportunities for teachers, and create a supportive learning environment conducive to literacy development. District Administrators: Set district-wide literacy initiatives, develop curriculum frameworks, provide instructional support, and allocate funding for literacy programs and interventions. CARE Teachers: Offer specialized support for students who struggle with reading, provide professional development for teachers, and collaborate with classroom teachers to implement effective instructional practices. Parents and Guardians: Play a vital role in supporting their child's literacy development at home, encouraging reading habits, and communicating with teachers about their child's progress. Ultimately, a comprehensive approach that involves collaboration among all stakeholders is typically most effective in increasing the percentage of students in grade K-2 reading at or above benchmark levels on assessments like DIBELS. **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: 3rd and 4th Grade students will improve their mathematics skills by showing growth using MAPS Assessments and STAAR test.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 3rd Grade: 3.2(B) describe the mathematical relationships found in the base-10 place value system through the hundred thousands place (Supporting) (53.42%) 3.4(K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts (47.95%) 3.5(A) represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations (Readiness) Last year this showed up for multiplication/division (65.75%) 3.9(D) explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's				

responsibility to pay it back to the lender, usually with interest
(Supporting) (64.38%)

4th Grade:
4.2(G) relate decimals to fractions that name tenths and hundredths(Readiness) (70.59%)

4.3(F) evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole(Supporting) (62.35%)

4.4(H) solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders(Readiness) (70.59%)

4.6(B) identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure(Supporting) (67.06)

Staff Responsible for Monitoring: Classroom Teachers: Primary responsibility lies with classroom teachers who directly instruct students. They design and deliver lessons, assess student progress, provide feedback, and offer additional support as needed.

School Administrators: Principals and other school leaders play a crucial role in setting goals, providing resources, and creating a supportive environment for teachers and students. They may allocate funding for instructional materials, organize professional development sessions, and monitor progress.

Curriculum Specialists: These professionals develop or select curriculum materials aligned with state standards and assessments. They may provide guidance to teachers on effective instructional strategies and resources to support mathematics instruction.

District Administrators: District-level administrators oversee multiple schools within a district. They may coordinate professional development initiatives, analyze student performance data, and allocate resources to support mathematics education across schools.

Parents and Guardians: Families play a vital role in supporting students' learning at home and communicating with teachers and school staff. They can reinforce mathematical concepts taught in school, provide encouragement, and advocate for resources and support when needed.

 Ultimately, the responsibility for students' improvement in mathematics skills is shared among these various stakeholders, each playing a unique role in supporting student learning and achievement.

Strategy 3 Details	Reviews			
Strategy 3: 3rd and 4th Grade students will improve their reading and writing skills by showing growth from the MAPS Assessments and STAAR Test.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improvement in the lowest questions from STAAR Test:

3rd Grade:
3.7(B) [R] write a response to a literary or informational text that demonstrates an understanding of a text; (60.42%)

3.9 E ii distinguishing facts from opinion; and (53.52%)

4th Grade:
4.11.D.ix capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities; (68.67%)

4.12.C compose argumentative texts, including opinion essays, using genre characteristics and craft; and (67.91%)

4.6.E make connections to personal experiences, ideas in other texts, and society; (65.94%)

4.9.D.i the central idea with supporting evidence; (69.51%)

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No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: Goal 1
Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for every Dragon.

Performance Objective 2: Objective 1.2: Ensuring a safe educational environment for all students and staff is paramount for fostering a positive and productive learning atmosphere.

By implementing these strategies, schools can create a safe, inclusive, and supportive environment that promotes the well-being and success of all students and staff.

> **Evaluation Data Sources:** Intruder Audits
> City/District Unannounced Lockdown Trainings
> Safety Training Logs
>
> Facility Maintenance and Upgrades (FMX requests)
>
> Conduct regular safety inspections of school facilities to identify and address potential hazards.
>
> Ensure that fire extinguishers, smoke detectors, alarms, and first aid kits are readily available and maintained.
>
> Implement controlled access to school buildings, such as secure entry points and visitor check-in procedures.
>
> Surveillance cameras in key areas to monitor activities and deter unauthorized access.
>
> Develop and communicate clear emergency response plans and procedures.
>
> Implement programs to educate students and staff about bullying, its effects, and ways to prevent it.
>
> Inform students and staff of the district reporting systems for students and staff to report bullying or harassment. (StopIt)
>
> Provide access to school counselors, LSSPs for students and staff.
>
> Ensure that students with disabilities receive appropriate accommodations and support.
>
> Provide language assistance for non-native English speakers and their families.
>
> Maintain high standards of cleanliness and sanitation in all school facilities, including classrooms, restrooms, and cafeterias.
>
> Follow health guidelines for preventing the spread of infectious diseases, including hand washing stations and availability of hand sanitizers.
>
> Ensure that a qualified nurse is available on-site to handle medical emergencies and health issues.
>
> Educate students and staff about online safety, including safe browsing practices, recognizing cyberbullying, and protecting personal information. (Lightspeed)

Foster open lines of communication between the school, parents, and the community regarding safety policies and procedures.

Encourage parental involvement in school safety initiatives and programs.

Collaborate with local law enforcement agencies to ensure a coordinated response to safety concerns.

Utilize community resources and programs to enhance school safety and support services.

Regularly update safety policies and procedures to reflect best practices and new safety standards.

Provide ongoing training for staff and students to keep safety knowledge and skills up to date.

Strategy 1 Details	Reviews			
Strategy 1: Conduct all required district and state safety trainings as scheduled.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure 100% compliance on all required safety trainings.	**Nov**	**Jan**	**Mar**	**June**
Conduct regular emergency drills, including fire, lockdown, and evacuation drills, to prepare students and staff for potential emergencies. Provide ongoing training for staff and students to keep safety knowledge and skills up to date. **Staff Responsible for Monitoring:** Campus Administration Campus SRO All Campus Staff School Administrators: Administrators are responsible for establishing and enforcing policies and procedures related to school safety. They oversee security measures, emergency preparedness plans, and the allocation of resources to support a safe learning environment. Teachers and Staff: Teachers and staff members play a critical role in implementing safety protocols, supervising students, and promoting a culture of respect and inclusivity in the classroom and throughout the school. Students: Students are encouraged to actively participate in creating a safe school environment by respecting each other, reporting any safety concerns to adults, and following school rules and procedures. Parents and Guardians: Parents and guardians are partners in maintaining school safety by supporting school policies, communicating with school staff about safety concerns, and fostering positive behavior and attitudes at home. Community Partners: Collaboration with law enforcement agencies, mental health professionals, community organizations, and other stakeholders can enhance school safety efforts through resources, expertise, and support services. Policy Makers and Government Agencies: Policymakers at the local, state, and national levels play a role in developing legislation, regulations, and funding initiatives to support school safety measures and initiatives. By working together, these stakeholders can create a safe and supportive environment where students and staff can thrive academically, socially, and emotionally. **ESF Levers:** Lever 1: Strong School Leadership and Planning				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Goal 2:

Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 1: 2.1: Design and implement a professional growth strategy for all staff.

Strategy 1 Details	Reviews			
Strategy 1: Developing staff-centric, tailored professional development opportunities is crucial for enhancing the skills, knowledge, and satisfaction of educators.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
By implementing these strategies, RES can create a supportive, engaging, and effective professional development environment that caters to the individual needs of their staff, ultimately leading to improved teaching practices and better educational outcomes for students. **Strategy's Expected Result/Impact:** Hold meetings with teachers to discuss their teaching goals and areas where they seek improvement. Use classroom observation data to identify areas where teachers might benefit from additional training. Analyze student performance data to determine which teaching practices need enhancement. Teachers develop personalized professional development plans based on each teacher's strengths, weaknesses, and career aspirations. (Professional and Student Learning Outcome Goals) Review and update these plans regularly to reflect ongoing progress and emerging needs. (Teacher Summative Conferences) Differentiated Learning Opportunities (CISD Summer Conference, Outside Conferences) Utilize experts and experienced educators to lead sessions, providing practical insights and proven strategies. Facilitate collaborative learning opportunities, such as group discussions, peer observations, and professional learning communities (PLCs). Pair less experienced teachers with veteran mentors for ongoing guidance and support. Schedule regular check-ins between mentors and mentees to discuss progress and challenges. Provide access to instructional coaches who can offer personalized feedback and support. **Staff Responsible for Monitoring:** School Administrators: Administrators play a crucial role in identifying the professional development needs of staff members and allocating resources to support tailored opportunities. They can establish professional development plans that align with school goals and priorities, provide time for teachers to participate in training sessions, and create a supportive environment that values continuous learning.				

Curriculum and Instruction Leaders and Coaches: Instructional leaders, such as curriculum coordinators, department heads, and instructional coaches, can provide targeted support and mentorship to teachers based on their individual needs and goals. They can offer personalized coaching, model effective teaching strategies, and facilitate professional learning communities focused on specific areas of expertise.

Professional Development Coordinators: These professionals are responsible for coordinating and implementing professional development initiatives at the school or district level. They can collaborate with administrators, instructional leaders, and external partners to design and deliver training sessions, workshops, and other learning opportunities that address the unique needs of educators.

Teachers Themselves: Teachers are active participants in their own professional development. They can identify areas for growth, seek out relevant resources and training opportunities, and collaborate with colleagues to share best practices and learn from one another. Teachers can also provide feedback on professional development offerings to inform future planning and improvement.

By involving these stakeholders and tailoring professional development opportunities to meet the diverse needs and interests of educators, schools can enhance the skills, knowledge, and satisfaction of their staff members, ultimately leading to improved student outcomes.

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2: Goal 2:
Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 2: Objective 2.2:
Assessing and prioritizing the needs of dedicated and engaged staff is essential for retention and maintaining a positive and productive educational environment.

By systematically assessing and prioritizing the needs of dedicated and engaged staff, and implementing targeted strategies to address those needs, RES can create a supportive and motivating environment that promotes long-term retention and satisfaction.

Evaluation Data Sources: Hold meetings with staff members to obtain detailed insights into their experiences and needs.

Analyze data from exit interviews to understand why staff are leaving and identify common themes.

Review performance metrics and staff attendance records to identify areas where additional support might be needed.

Identify urgent needs that impact day-to-day operations, such as classroom resources, administrative support, and safety concerns.

Identify long-term needs related to professional development, career advancement, and personal growth.

Ensure that the prioritized needs align with the school's strategic goals and mission.

Involve key stakeholders, including school leaders, in the prioritization process to ensure alignment with overall objectives.

Assess the availability of resources (financial, human, and material) to address the identified needs.

Develop programs to regularly acknowledge and reward dedicated staff, such as 'Staff MVP' awards.

Establish mentorship programs where experienced teachers can support newer staff members.

Ensure that teachers have access to the necessary classroom resources and materials to perform their jobs effectively.

Increase administrative support to reduce the burden of non-teaching tasks on teachers.

Foster collaboration through PLCs where teachers can share best practices and support each other.

Maintain open lines of communication between staff and administration to ensure that concerns are heard and addressed promptly.

Schedule regular check-ins with staff to monitor their satisfaction and address any emerging issues.

Create continuous feedback meetings where staff can provide ongoing input on implemented changes.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Establish a Staff Advisory Committee (SAC) composed of representatives from each grade level and department to meet monthly with campus leadership to discuss concerns, share ideas, and collaboratively develop solutions to support staff well-being and professional needs.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Rationale: Creating a representative forum for open dialogue allows staff voices to be heard in a meaningful, ongoing way, building trust, transparency, and shared ownership of campus improvement efforts. **Staff Responsible for Monitoring:** Principal, Assistant Principal, SAC Committee Members. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Goal 3: Goal 3:

Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 1: Objective 3.1

Providing proactive and responsive support and training for purposeful instructional technology usage involves several key strategies to ensure that teachers are confident and effective in integrating technology into their classrooms.

By implementing these strategies, the district and RES can provide proactive and responsive support and training for purposeful instructional technology usage, leading to enhanced teaching and learning experiences.

Evaluation Data Sources: Offer foundational training sessions for new technologies, covering basic functionalities and classroom applications. (new hire)

Ensure teachers have easy access to necessary software, applications, and hardware.

Regularly showcase examples of successful technology integration by other teachers within the school or district.
Use of the help desk with a ticketing system to manage and prioritize tech support requests efficiently.

Schedule regular check-ins with teachers to gather feedback on technology integration and address any challenges they are facing.

Ensure that technology integration supports curriculum goals and enhances learning outcomes.

Encourage the use of technology to facilitate student-centered learning, enabling personalized and adaptive learning experiences.

Ensure that school leaders and administrators actively support and participate in technology integration initiatives.

Recognize and celebrate teachers who effectively integrate technology into their teaching.

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze data related to use of technology and usability training.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Determine if action steps are needed.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Technology Specialists: These specialists, often part of the district's technology department, play a central role in providing direct support and training to teachers. They offer expertise on how to effectively integrate technology tools and resources into instructional practices. This includes offering workshops, one-on-one coaching sessions, and demonstrations tailored to teachers' needs and skill levels. Professional Development Coordinators: Professionals responsible for organizing and coordinating professional development opportunities within the district can ensure that technology training is prioritized and accessible to all teachers. They collaborate with instructional technology specialists to plan and schedule workshops, seminars, and ongoing training sessions focused on purposeful technology integration. School Administrators: Principals and other school leaders play a critical role in fostering a culture that values and supports the use of instructional technology. They allocate time and resources for technology training, encourage participation in professional development opportunities, and provide ongoing encouragement and feedback to teachers as they incorporate technology into their instruction. Curriculum Developers: Those responsible for developing curriculum materials and resources can integrate technology-enhanced lessons and activities into the curriculum. By aligning technology usage with curriculum objectives, they ensure that teachers have the support they need to seamlessly integrate technology into their instructional practices. Technology Support Staff: IT support staff within the district or school are responsible for ensuring that technology infrastructure is reliable and accessible. They provide technical assistance to teachers encountering challenges with hardware, software, or network connectivity, enabling them to focus on effective instructional practices rather than troubleshooting technology issues. Peer Mentors or Teacher Leaders: Experienced teachers who excel in using instructional technology can serve as peer mentors or teacher leaders. They can provide guidance, share best practices, and offer support to colleagues who are newer to integrating technology into their teaching. Peer-to-peer collaboration can be a valuable source of ongoing support and professional growth. By leveraging the expertise and resources of these various stakeholders, districts can provide comprehensive support and training to ensure that teachers are confident and effective in integrating technology into their classrooms in a purposeful and impactful way. **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: Students will use proper keyboarding techniques.	Formative			Summative
Strategy's Expected Result/Impact: Improved keyboarding Skills for district and state assessments.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers: Classroom teachers are primarily responsible for teaching proper keyboarding techniques to students. They integrate keyboarding instruction into their curriculum, provide demonstrations, and offer guidance on correct hand positioning, posture, and typing speed. Teachers may incorporate keyboarding lessons into computer literacy or technology courses, as well as into subjects where typing is necessary for assignments, such as English or social studies. Technology Coordinators or Specialists: Technology coordinators or specialists within the district can support teachers by providing resources, training, and guidance on effective keyboarding instruction. They may recommend specific software programs or online tools designed to teach and reinforce proper keyboarding techniques. These specialists can also assist in troubleshooting technical issues related to keyboarding instruction. Curriculum Developers: Those responsible for developing curriculum materials and standards may include keyboarding instruction as part of the overall technology literacy curriculum. By integrating keyboarding skills into curriculum frameworks, curriculum developers ensure that students receive consistent and systematic instruction across grade levels. School Administrators: Principals and other school leaders play a role in prioritizing keyboarding instruction within the school's curriculum. They allocate resources, such as funding for keyboarding software or equipment, and support professional development opportunities for teachers to enhance their keyboarding instruction skills. Administrators may also set expectations for keyboarding proficiency and monitor progress through assessments or performance benchmarks. Parents and Guardians: Parents and guardians can reinforce keyboarding skills at home by providing access to computers or typing software and encouraging regular practice. They can also communicate with teachers to understand the expectations for keyboarding proficiency and support their child's learning outside of school. By working collaboratively, teachers, technology specialists, curriculum developers, school administrators, parents, and community partners can ensure that students receive effective instruction in proper keyboarding techniques, equipping them with essential skills for success in the digital age. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Goal 4:
Finance and Operations: Optimize, steward, and allocate resources to achieve district programmatic objectives.

Performance Objective 1: Objective 4.1:
Improving the attendance rate for the 2025-2026 school year requires a multifaceted approach that addresses the root causes of absenteeism and promotes a culture of regular attendance.

By implementing these strategies, schools can create a supportive environment that encourages regular attendance and addresses the underlying issues that contribute to absenteeism.

> **Evaluation Data Sources:** Conduct regular reviews of attendance data to identify patterns and trends.
>
> Use early warning systems to identify students who are at risk of chronic absenteeism.
>
> Maintain regular communication with parents through newsletters, emails, and phone calls to discuss attendance issues and strategies for improvement.
>
> Develop incentive programs to reward students for regular attendance, such as certificates, recognition in school assemblies, and small rewards.
>
> Create a safe and inclusive school environment where all students feel valued and respected.
>
> Implement anti-bullying programs to ensure that students feel safe coming to school.
>
> Establish clear attendance policies and communicate them to students, parents, and staff.
>
> Ensure consistent enforcement of attendance policies with appropriate consequences for unexcused absences.
>
> Create individualized attendance improvement plans for students with significant attendance issues.
>
> Generate monthly attendance reports to monitor progress and identify areas needing additional focus.

Strategy 1 Details	Reviews			
Strategy 1: Educate the community on the importance of daily attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Attendance/ Increased ADA funding.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Administrators: Administrators play a central role in setting expectations for attendance and creating a positive school culture that values regular attendance. They can develop and implement attendance policies, track attendance data, and provide support and resources to address barriers to attendance. Teachers and Staff: Teachers and staff members can encourage regular attendance by fostering positive relationships with students, communicating the importance of attendance to families, and providing engaging and relevant instruction that motivates students to attend school regularly. School Counselors and Support Staff: Counselors and support staff can identify students who are at risk of chronic absenteeism and provide targeted interventions and support services to address underlying issues. They can collaborate with families, community agencies, and other stakeholders to address barriers to attendance, such as transportation, health, or social-emotional concerns. Parents and Guardians: Parents and guardians play a critical role in ensuring their children attend school regularly. They can communicate with school staff about absences, reinforce the importance of attendance at home, and seek support from the school or community if their child is struggling to attend regularly due to challenges or barriers. Community Partners: Collaboration with community organizations, agencies, and local businesses can provide additional support and resources to improve attendance. Partnerships can include providing transportation assistance, access to health care services, mentoring programs, and incentives for students to attend school regularly. Data Analysts and Researchers: Data analysts and researchers can analyze attendance data to identify trends, patterns, and risk factors associated with absenteeism. They can provide insights and recommendations for targeted interventions and strategies to improve attendance rates. By involving these stakeholders and implementing a multifaceted approach that addresses the root causes of absenteeism, schools can work towards improving attendance rates and promoting a culture of regular attendance for the 2024-2025 school year and beyond. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Monthly recognition for students with perfect attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved Attendance/ Increased ADA funding.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers: Teachers are often the first to notice and track students' attendance on a daily basis. They play a crucial role in encouraging students to attend school regularly and may provide positive reinforcement and recognition for those with perfect attendance in their classrooms. School Administrators: Principals, vice-principals, and other administrators oversee the implementation of attendance policies and initiatives within the school. They may coordinate monthly recognition programs for students with perfect attendance, organize award ceremonies or assemblies, and communicate the importance of attendance to students, parents, and staff. PEIMS Attendance Coordinators: Some schools have designated attendance coordinators or attendance clerks who are responsible for monitoring and tracking student attendance records. They compile data on students with perfect attendance and work with administrators and teachers to ensure that eligible students are recognized appropriately. Parent-Teacher Organizations (PTOs): PTOs or other parent organizations may support efforts to recognize students with perfect attendance by providing funding for awards or incentives, organizing special events or celebrations, or promoting the importance of attendance through newsletters or social media. School Counselors and Support Staff: School counselors and support staff play a role in supporting students who may be struggling with attendance issues. They may provide interventions or support services to help improve attendance and may also be involved in recognizing students who demonstrate improvement in their attendance habits. Students and Parents/Guardians: Students and their parents or guardians are ultimately responsible for ensuring regular school attendance. By emphasizing the importance of attendance and supporting students in their efforts to achieve perfect attendance, families play a crucial role in the success of recognition programs. By involving these stakeholders and fostering collaboration among them, schools can create meaningful and effective monthly recognition programs to celebrate and encourage students with perfect attendance, ultimately promoting a positive school culture and academic success. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 5: Goal 5:

Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 1: Objective 5.1:

Effective Communication: Enhance communication clarity and distribution.

Strategy 1 Details	Reviews			
Strategy 1: Providing consistency and alignment in the delivery of all campus and teacher communications is crucial for ensuring that stakeholders receive accurate, timely, and cohesive information.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
By implementing these strategies, RES can ensure consistent and aligned communication across campus and among teachers, enhancing clarity and fostering a cohesive and informed community. **Strategy's Expected Result/Impact:** Ensure that all staff members are aware of and understand the communication expectations. Create standardized email templates for different types of communications (e.g., announcements, newsletters, meeting invitations). Develop standardized formats for documents, reports, and newsletters to maintain a consistent look and feel. Use a centralized communication platform (RES Information HUB) for all internal communications. Identify and use primary channels for official communications (e.g., school website, official email addresses, newsletters). Provide guidelines for using social media to ensure consistency in the type and tone of content posted. Develop an annual communication calendar outlining key dates and events, ensuring that all communications are planned and aligned. Coordinate the timing of announcements and events to avoid overlaps and ensure clear messaging. Track engagement metrics (e.g., open rates, click-through rates) to measure the effectiveness of communications. Generate regular reports on communication effectiveness and share findings with relevant stakeholders. **Staff Responsible for Monitoring:** School Administrators: Principals and other school leaders are responsible for setting the tone and expectations for communication within the school. They ensure that all communications align with the school's mission, vision, and goals. Administrators may also establish protocols and guidelines for communication practices among staff members and with external stakeholders.				

Communication Coordinators or Specialists: Some schools have dedicated communication coordinators or specialists who oversee the development and dissemination of communications. They work closely with school administrators and teachers to ensure that all communications are accurate, timely, and consistent in tone and messaging. Communication specialists may also manage communication channels such as newsletters, websites, social media, and email lists.

Teachers and Staff: Teachers and staff members play a crucial role in communicating information to students, parents, and colleagues. They must adhere to established communication protocols and guidelines set forth by school administrators. Teachers communicate classroom-specific information, such as assignments, schedules, and events, while also ensuring alignment with broader school messages and priorities.

Parent-Teacher Organization (PTOs): PTOs or other parent organizations may assist in communication efforts by disseminating information to parents and guardians, organizing events or meetings, and providing feedback on communication strategies. Collaborating with PTOs ensures that parent perspectives are considered in communication planning and implementation.

District Administrators: District-level administrators provide support and guidance to individual schools in communication efforts. They may develop district-wide communication policies and provide training or resources to schools to ensure consistency in messaging and practices across the district.

Technology and IT Departments: Technology and IT departments within the school or district support communication efforts by maintaining communication platforms, such as websites, email systems, and communication apps. They ensure that these platforms are accessible, user-friendly, and secure, enabling effective communication among stakeholders.

Students: Students are important stakeholders in the communication process. Schools may involve students in communication efforts by providing opportunities for student-led initiatives, such as school newsletters or social media accounts. Involving students in communication activities fosters a sense of ownership and engagement in the school community.

By involving these stakeholders and fostering collaboration among them, educational institutions can ensure that communication is consistent, aligned, and effectively serves the needs of all stakeholders, promoting transparency, engagement, and a strong sense of community.

ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details	Reviews			
Strategy 2: Promoting a positive environment that fosters connections and keeps families informed is essential for building strong partnerships between the school and the community.	Formative			Summative
	Nov	Jan	Mar	June
By implementing these strategies, schools can create a positive and supportive environment that promotes strong connections and meaningful engagement with families, ultimately enhancing student success and overall school effectiveness. **Strategy's Expected Result/Impact:** Host orientation sessions (Meet the Teacher and Curriculum Night) and				

welcome events at the beginning of each school year to introduce families to the school community.

Organize school tours where families can visit classrooms, meet teachers, and learn about school programs.

Establish parent advisory committees to provide input on school policies, programs, and events. (Site Based)

Send out regular newsletters with updates on school events, important dates, and student achievements.

Use email updates to communicate important announcements, policy changes, and reminders to families.

Maintain an up-to-date school website with information on school policies, programs, and resources.

Provide access to online parent portals where families can view their child's academic progress, attendance records, and upcoming assignments. (Skyward)

Utilize messaging platforms (e.g., Remind, ClassDojo, Skyward, SeeSaw; Group Me) to send instant updates and reminders to families.

Host family fun nights or weekend events where families can participate in games and activities together.

Schedule regular parent-teacher conferences to discuss student progress, set goals, and address any concerns.

Encourage teachers to maintain an open-door policy and be accessible to parents for informal discussions and updates.

Organize events to celebrate and appreciate the contributions of parents and caregivers to the school community. (Volunteer Breakfast)

Feature stories and profiles in newsletters highlighting the accomplishments and successes of students, families, and staff members.

Invite families to contribute articles, photos, and testimonials to newsletters and school publications.

Staff Responsible for Monitoring: School Administrators: Principals and other school leaders set the tone for building strong partnerships between the school and the community. They prioritize family engagement as a core value and ensure that communication efforts are consistent, transparent, and inclusive. Administrators may host events, such as open houses or family nights, to foster connections and provide opportunities for families to engage with the school community.

Teachers and Staff: Teachers and staff members play a crucial role in building positive relationships with families. They communicate regularly with parents and guardians about student progress, upcoming events, and opportunities for involvement. Teachers may also provide resources and support to families to help them engage in their child's education at home.

Parent-Teacher Organization: PTO is instrumental in promoting family engagement and communication. They organize events, fundraisers, and volunteer opportunities that bring families together and support the school community. PTOs also serve as a liaison between parents and school administrators, advocating for the needs and interests of families.

Community Partners and Organizations: Collaboration with local businesses, community organizations, and nonprofits enhances family engagement efforts and strengthens connections between the school and the community. Community partners may sponsor events, provide resources or services, or offer support for initiatives that benefit students and families.

District Administrators: District-level administrators provide support and guidance to individual schools in family engagement efforts. They may develop district-wide policies and initiatives to promote family involvement and ensure that resources and support are available to schools as needed.

Technology and IT Departments: Technology and IT departments support communication efforts by maintaining communication platforms, such as websites, email systems, and communication apps. They ensure that these platforms are user-friendly and accessible to families, facilitating communication between the school and the community.

Students: Students play an active role in promoting a positive school environment and engaging families. Schools may involve students in communication efforts, such as creating newsletters or social media content, to share information and celebrate achievements with families.

By involving these stakeholders and fostering collaboration among them, educational institutions can promote a positive environment that fosters connections and keeps families informed, building strong partnerships between the school and the community for the benefit of students' academic success and overall well-being.

ESF Levers:
Lever 3: Positive School Culture

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

State Compensatory

Budget for Rockenbaugh Elementary School

Total SCE Funds: $1,681.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Resource materials for CARE, Dyslexia, Resource Students (K-4th Grades)

2025-2026 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Michele Freeman	Teacher
Classroom Teacher	Michelle Freden	Teacher
Assistant Principal	Lindsey Garcia	Assistant Principal
Classroom Teacher	Angie Crocker	Classroom Teacher
Business Representative	Ashley Pye	Business Representative
Parent Representative	Megan York	Parent Representative
Classroom Teacher	Brenda Clardy	Teacher
Classroom Teacher	Kirsten Minear	Teacher
Community Representative	Carl Dodson	Community Representative
Non-classroom Professional	Donna Edwards	CARE Teacher
Classroom Teacher	Debbie Murphy	Teacher
Non-classroom Professional	Ashley Aldridge	Counselor
Administrator	Janet Blackwell	Principal

Addendums

Appendix A

COMPLIANCE ADDENDUM 2025-2026

Coordinated Health - SHAC Council

Objective: Support School Wellness including strategies for implementation of Coordinated School Health Program at all schools.

Strategies	Resources	Staff Responsible	Evaluation
K-12 campus improvement plan shall include any coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities. Include objectives and strategies based on: 1. Student fitness assessment data 2. Student academic performance data 3. Student attendance rates 4. The percentage of students who are educationally disadvantaged 5. The use and success of any method to ensure that students participate in moderate to vigorous physical activity 6. Any other indicator recommended by the local school health advisory council.	Curriculum	Coordinator of School Health Campus Admin. P. E. Teachers	Evidence that identifies successful performance on state fitness tests.

Discipline Management - Safe Environments

Objective: Continue to vigorously enforce policies and procedures which promote a safe and orderly environment to ensure security effectiveness district wide.

Objective: Continue administration of a comprehensive plan for reducing violence and drug use, bullying, and sexual harassment, incorporating identification, response to and reporting of bullying, education, prevention and intervention.

Strategies	Resources	Staff Responsible	Evaluation

Appendix A

Strategies	Resources	Staff Responsible	Evaluation
Detailed requirements for the prevention, identification, response to and reporting of bullying.	CISD Website; Counselors' website;	Student Services Counselors	Bullying policies & procedures posted and accessible to students, parents, and the community.
Student safety training for all staff including transportation and student nutrition.	"Summary of Bullying Changes"	Student Services	All staff trained in student safety.
U.S. Dept of Justice Safety Tips for Kids and Safety Tips for Parents regarding Internet safety posted on Family Access for all elementary and middle school student parents' access; posted on district website and provided to principals and counselors for distribution to students.	Website: htt12://www.justice.gov/us	Campus Admin.	Website posted and included in parent newsletters from all campuses.
Counselors will include methods for addressing the needs of students for special programs, early mental health intervention including suicide prevention programs on their website and shared resource drive. Resources for counselors will include specialized forms for evaluation of threat, procedures, follow-up procedures and checklists. Websites for school community access will provide information and resources designed to help awareness, recognition of symptoms and instructions for seeking assistance	Counselor website	Counselors	Increased awareness and recognition of symptoms and instructions for seeking assistance for all community members
Counselors will continue conduct risk assessments when a risk is reported to ensure that each individuals receive the needed support at school and collaboration between school personnel, parents/guardians, and community-based mental health providers.	Columbia-Suicide Severity Rating Scale	Counselors	Students at risk for self-harm receive the resources and support they need.

Summary of Bullying Changes Regarding House Bill 1942, Chapter 37, Sections 25.0342, 28.002, and 37.0832, beginning in the 2012-13

Appendix A

<u>School Year</u>

<u>New definition of bullying:</u> "In the Texas Education Code, bullying is now defined as; "engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that:

    (1)   Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

    (2)   Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student."

<u>Section</u> 25.0342-Refers to the transfer of students who are bullied or have engaged in bullying to another class or school.

<u>Section</u> 28. 002-Requires a comprehensive bullying prevention program to be included into the health curriculum. Components of this curriculum should include: awareness, prevention, identification, self-defense, resolution, and intervention.

<u>Section 37.0832-Refers</u> to bullying policies and procedures. Types of bullying can include written, verbal, electronic, or physical. It can occur on school property, at a school-related activity, or in a vehicle operated by the district. The conduct must exploit an imbalance of power and must either interfere with a student's education or disrupt school operations. The conduct must have the effect of physical harm to the student, damage school property, or place the student in fear of harm to person or property, and is the conduct sufficiently severe, persistent, and pervasive that it creates an environment that is intimidating, threatening, or abusive.

This section also:
1. Prohibits bullying
2. Prohibits retaliation of anyone
3. Requires procedures for notifying parents of the victim and the bully
4. Requires that all staff and students should be trained in the procedures for how to report a potential bullying situation
5. Establishes reporting guidelines that are documented and done in a timely manner
6. Provides for counseling options for the bully, the victim, and any witnesses
7. States that a victim can't be punished for reasonable self-defense (defined by district)
8. Requires that discipline for bullying of a student with disabilities comply with requirements under federal law, including the Individuals with Disabilities Act.

Reporting procedures must be posted on a district's website and be included in the student and employee handbooks, as well as be included in the District Improvement Plan.

Appendix A

Dating Violence Awareness

Objective: The district establishes a dating violence policy including a definition of dating violence as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (Section 71.0021, Family Code).

Strategies	Resources	Staff Responsible	Evaluation
Specific strategies will implement safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.	Admin. Regs	Student Services Campus Admin. & Counselors	All teachers & administrators trained

Sexual Abuse and Maltreatment of Children

Objective: Increase teacher, student, and parent awareness of issues regarding the sexual abuse of children. (HB 1041, 81st Legislature)

Strategies	Resources	Staff Responsible	Evaluation
Plan must address methods for increasing staff awareness and recognition of issues of maltreatment and sexual abuse of children. The training must include prevention techniques and options for affected students. Training will be held annually for all staff members, and will be included as part of the orientation held for new employees, especially for coaches, counselors and other professional staff members. Training records will be kept on file.		Student Services Campus Admin. Counselors	Training records for all staff members to indicate increased staff awareness and recognition. Student awareness and understanding of how to report and obtain help.

Special Programs

Objective: Special Education exemptions, predicted scores and alternative assessment scores will be monitored to ensure compliance and achievement of Performance Based Monitoring System Analysis Rating "0" in Special Education

Strategies	Resources	Staff Responsible	Evaluation

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• Refine the Student Assistance Team (SAT) process to the extent that 90% or more of all referrals meet the criteria for Special Education eligibility with a decrease in initial referrals of all students • Provide staffing support for regular education students with behavioral and Dyslexia needs including accelerated reading program • Provide training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education	SIT Procedures	Exec Dir of SpEd Exec. Dir of SpEd	Reduction in number of all students referred to Special Education, including reduction in African American students referred in proportion to percentage of African American student population and Special Education population and Hispanic students referred in proportion to percentage of Hispanic student population and Special Education population Regular Ed teachers trained in TBSI to better serve all students.
• Implement Multi-Tiered System of Supports (MTSS) to facilitate : o Coordination between general and special education; o Disproportional and over-representation based on race and ethnicity; o Positive discipline and behavioral intervention and support; o Discipline and behavior management; o Provision of Early Intervening Services; o Increase in referrals to SAT that meet the criteria for			

Post-Secondary Preparedness: Admissions & Financial Aid Information

Objective: Continue to provide information to middle and high school students and parents and their teachers and counselors about higher education and admissions and financial aid opportunities and sources for information, and the need for students to make informed curriculum choices.

Strategies	Resources	Staff Responsible	Evaluation

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The campus improvement plan shall include strategies for providing to students, teachers, counselors, and parents information about: 1. Higher education admissions and financial aid opportunities 2. TEXAS grant program 3. Teach for Texas grant programs 4. The need for students to make informed curriculum choices to be prepared for success beyond high school 5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)] 6. Informational presentation based on HB 5 to explain endorsements containing multiple clusters (areas of study) and pathways (sequence of courses) are available within each cluster. Allow all students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship. • Career Cluster/Programs of Study Templates • Career Pathways Advisors to guide students in a coherent, articulated sequence of rigorous academic and career/technical courses • CTE program articulated sequence of courses • Carl Perkins Grant Funding • Graduate Profile • Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	CTE Career Pathways; Graduate Profile; Carl Perkins Grant Texas College & Career resource site: www.texascollegeandcareer.org	CISD Administration Counselors Teachers	Programs to promote CTE pathways with opportunities for Career Awareness in elementary school, Career Exploration in middle schools and Career Concentration in high school

State Compensatory Education: All Campuses (FASRG 9.2.3)

State law requires that the district improvement plan and the campus improvement plans are the primary records supporting expenditures attributed to the State Compensatory Education (SCE) program and are the auditable documents for SCE. Requirements for improvement plans include:

1. Planned SCE expenditures for resources and staff salaries
2. Needs clearly identified in comprehensive needs assessment
3. Strategies to reduce or eliminate dropout rates
4. Strategies to improve student performance for at-risk students [TEC 11.253 and TEC 29.081)
5. Accelerated instruction plans [SCE funds must be prioritized and separately budgeted for AI for each student each time he/ she fails to perform satisfactorily on an EOC assessment and additional AI if the EOC is required for graduation.

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SCE funds may not be used for any other purpose until AI is sufficiently funded. [HB5, TEC 28.0217 and TEC 29.081) 6.
Supplemental FTEs
7. Timelines for monitoring strategies
8. Measurable performance objectives
9. Formative/ summative evaluation (including mandatory evaluation of the effectiveness of the accelerated instruction programs for high school students)[TEC 29.081)

At Risk Students/Drop-Out Prevention

Strategies	Resources	Staff Responsible	Evaluation
At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the MTSS process. District and campus committees must analyze the following data and use the information in developing the campus or district plan: 1. Results of audit of dropout records. 2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade 3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate. 4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions 5. Results of an evaluation of each school-based dropout	Comp Ed.	Counselors; CIS	Students identified and served as At-Risk
prevention program [TEC 11.255)			

• Monitor truancy of 17-year old to file before 18 • PGP Plans in place for all At-Risk grades 7-12 • Monitor school leavers by cohort • Consistent monitoring of performance results between students "at-risk" and other district students to determine disparity • High-quality instruction and tiered intervention strategies aligned with individual student need • For students in Grades 9 & 10, collect information related to academic credit hours earned, retention rates, and placement in alternative education programs and expulsions • Evaluation of school-based dropout prevention programs.		Student Services Campus Admin. House & Asst. Prin.	Reduction in At-Risk students; increased completion rates.
DAEP Requirements: 1. Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations, and with a disability who receive English proficiency services. 2. Attendance rates 3. Pre- and post- assessment results 4. Dropout rates 5. Graduation rates	Comp Ed	Campus Admin. Asst. Prin.	Reduction in At-Risk students; increased completion rates

PREGNANCY RELATED SERVICES

Strategies	Resources	Staff Responsible	Evaluation
Identification and intake documentation of pregnant students will be completed, verified, and filed by district personnel. The following services will be offered to each student in the PRS program. It is not required that each student needs or uses	PEIMS Coding PRS Program Funding Compensatory Education Funding	Records and documentation including: A. Verification of each pregnancy	Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for

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each/every service: 1. Compensatory Education Home Instruction 2. School Counseling 3. School Health Services 4. Alternative education	Texas Health Resources Teenage Pregnancy Outreach Secondary Counselors	B. Copy of ARD & IEP C. PRS entry date D. Date of delivery E. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period PRS exit date	pregnant students. Graduation of PRS program.

PRIORITY SERVICE FOR MIGRANT STUDENTS

Strategies	Resources	Staff Responsible	Evaluation
The district will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps: 1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP student data 3. Document federal, state, and local programs that serve PFS students Use NSG PFS reports to give priority to these students in MEP activities		Special Programs Executive Director PEIMS Director	Number of migrant students served NCLB Compliance Report PBMAS

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Parent Information for Middle & High School

Objective: Continue involvement of counselors and other campus and central office staff, working with individual students in at• risk situations and their parents, involving specialists such as in vocational education, special education, bilingual education, migrant, crisis counselors and alternative education personnel. Community employers and service providers will be included in the program focus.

	Resources	Staff Responsible	Evaluation

Strategies

Migrant Students

Objective: The District will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps:

Strategies	Resources	Staff Responsible	Evaluation
1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate, 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP Student data, 3. Document federal, state, and local programs that serve PFS students, 4. SE NSG PFS reports to give priority to these students in MEP activities Evaluation	Title I	LS/PEIMS	Accurate record of Migrant Students

Service for Pregnant Students

Strategies	Resources	Staff Responsible	Evaluation

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Records and documentation including:		Special Education Homebound Teacher /PRS	Graduation/Completion Rate for students receiving PRS
A. Verification of each pregnancy B Copy of ARD & IEP C. PRS entry date D. Date of delivery F. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period G. PRS exit date Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for pregnant students.			

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