

Santa Rosa Independent School District



2026-2027 District Improvement Plan

Mission Statement

Our mission is to furnish a safe haven where everyone is valued and respected. All staff members, in partnership with parents and families, are fully committed to successful student outcomes. We strive to prepare all students to be lifelong learners and responsible citizens ready to meet the challenges of the future.

Vision

Santa Rosa ISD school vision is to provide an environment in which students develop an appreciation of learning and perform to their fullest potential.

"Warriors on the Move" - "Education on the Rise"

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Comprehensive Needs Assessment

Demographics

Summary

Santa Rosa, Texas, was founded in 1913. The very first grammar school opened its doors in 1922, followed by the opening of Santa Rosa High School in 1927. The enrollment for the 2025-2026 school year is 811 students. Santa Rosa ISD has 3 campuses including Barrera Elementary School, Jo Nelson Middle School and Santa Rosa High School. According to the 2025-2026 TAPR (Texas Academic Performance Report), 99.3% of the students are considered Hispanic, 0.5% White, 0 % American Indians, Asian 0.1%, and 0.1% Black/African American, 86.2% of the students were considered economically disadvantaged and 18.0% of students were considered Emergent Bilinguals. 71.1% of the students were considered At-risk of dropping out of school and 1.7% of the students were considered migrant. Santa Rosa has about 199 people employed with the district.

For the 2025-2026 school year, the attendance rate was 91.4% for the district. The annual dropout rate was 1.3% The 4-year graduation rate for the class 2026 was 97.3% The percentage of the annual graduate for College, Career, or Military graduates for the 2025-2026 school year was 65%. The percentage of annual graduates who received an approved Industry-Based Certification for the year 2025-2026 was 46.2%

As of the 2025-2026 school year, 18.0% of the student population were identified Bilingual/ESL program, 84.7% of the student population were enrolled in our CTE programs, 4.6% of the students were identified Gifted and Talented, and 17.9% of the students were enrolled in our special education program.

As of the 2025-2026 school year, 82 staff members are employed as teachers. 14 staff members are employed as custodians; 5 staff members are employed as bus driver/maintenance workers. The district also employees 8 clerks, 3 security Guards, 2 officers, 1 part time officer, 1 Chief of Police, 27 teacher assistants, 7 secretaries, 2 technician, 1 Network Specialists, 1 Instructional Technologist, 3 campus principals, 3 deans, 5 counselors, 1 instructional facilitator, 1 Gear Up Coordinator, 1 Ace Director, 3 ACE Coordinators, 11 ACE Enrichment Tutors, 1 Family Engagement Specialist, 1 Food Service Director, 1 CFO, 1 Curriculum & Instruction Director, 1 Student Services Coordinator, 1 Athletic Director and 1 Band Director.

For the **2025 – 2026** accountability school year, the District achieved an overall rating of an (87) B rating. In addition, the District received a (82) B rating in Student Achievement, a (89) B rating in School Progress and an (82) B rating in Closing the Gaps.

Elma E. Barrera Elementary achieved an overall rating of an (87) B rating. In addition, Elma E. Barrera Elementary a (79) C rating in Student Achievement, a (88) B rating in School Progress and an (86) B rating in Closing the Gaps. Elma E. Barrera Elementary achieved three Distinction Designations to include: Academic Achievement in Science, Top 25%: Comparative Academic Growth, and Post Secondary Readiness.

Jo Nelson Middle School achieved an overall rating of an (88) B rating. In addition, Jo Nelson Middle School has a (77) C rating in Student Achievement, a (89) B rating in School Progress and an (86) B rating in Closing the Gaps. Jo Nelson Middle School achieved three Distinction Designations to include: Academic Achievement in Science, Top 25%: Comparative Closing the Gaps, and Post Secondary Readiness.

Santa Rosa High School achieved an overall rating of an (86) B rating. In addition, Santa Rosa High School a (86) B rating in Student Achievement, a (90) A rating in School Progress and an (77) C rating in Closing the Gaps. Santa Rosa High School achieved three Distinction Designations to include: Academic Achievement in Reading/ Language Arts, Academic Achievement in Science, and Post Secondary Readiness.

Student Learning

Summary

The next few tables will indicate how our students performed in the STAAR exam for the spring of 2026. The data is separated by grade level and by the percentage of students who scored at the approaches, meets and masters levels.



***District Reading/RLA- STAAR Results-@ Approaches**

	2026	2025
3rd (34)	68% (23)	71%
4th (48)	75% (36)	72%
5th (49)	82% (39)	74%
6th (49)	65% (32)	72%
7th (63)	79% (50)	74%
8th (81)	81% (66)	80%
Eng. I (77)	56% (43)	70%
Eng. II (81)	72% (58)	73%



***District Reading/RLA- STAAR Results-@ Meets**

	2026	2025
3rd (34)	35% (12)	35%
4th (48)	44% (21)	43%
5th (48)	54% (26)	48%
6th (49)	51% (25)	43%
7th (63)	43% (27)	52%
8th (81)	59% (48)	56%
Eng. I (77)	39% (30)	47%
Eng. II (81)	57% (46)	54%



***District Reading/RLA- STAAR Results-@ Masters**

	2026	2025
3rd (34)	15% (5)	17%
4th (48)	13% (6)	23%
5th (48)	29% (14)	22%
6th (49)	18% (9)	16%
7th (63)	14% (9)	25%
8th (81)	28% (23)	25%
Eng. I (77)	10% (7)	11%
Eng. II (81)	7% (6)	5%



*District Reading/RLA- STAAR /EOC by population

	All	Hispanic	GT	Migrant	E.B.	SPED	ECO.DIS
3rd	68%	68%	67%	0% (0/1)	75% _(6/8)	20% _(1/5)	69%
4th	75%	74%	100%	50% (1/2)	100% _{o(3/3)}	58% _(7/12)	74%
5th	81%	81%	100%	0% (0/1)	70% _(7/10)	63% _{o(5/8)}	79%
6th	65%	61%	100%	0% (0/1)	50% _(4/8)	29% _(2/7)	62%
7th	79%	79%	100%	100%	57% _(8/14)	40% _(4/10)	76%
8th	81%	81%	100%	100%	75% _(15/20)	43% _(6/14)	80%
English I	56%	57%	100%	100%	54%	37%	63%
English II	72%	74%	100%	N/A	31%	35%	70%



***District Reading/RLA- STAAR Results-@ Approaches**

	State	Region	District
3rd	74%	72%	68%
4th	77%	77%	75%
5th	79%	79%	82%
6th	74%	72%	65%
7th	76%	76%	79%
8th	83%	83%	81%
Eng. I	71%	67%	56%
Eng. II	72%	69%	72%



***District Reading/RLA- STAAR Results-@ Meets**

	State	Region	District
3rd	52%	50%	35%
4th	54%	53%	44%
5th	59%	59%	54%
6th	55%	53%	51%
7th	54%	54%	43%
8th	59%	57%	59%
Eng. I	55%	51%	39%
Eng. II	60%	56%	57%



***District Reading/RLA- STAAR Results-@ Masters**

	State	Region	District
3rd	26%	24%	15%
4th	24%	23%	13%
5th	35%	35%	29%
6th	30%	28%	18%
7th	31%	30%	14%
8th	32%	27%	28%
Eng. I	13%	10%	10%
Eng. II	9%	8%	7%



***District Math STAAR Results-@ Approaches**

	2026	2025
3rd (34)	76% (26)	60%
4th (47)	70% (33)	58%
5th (48)	90% (43)	84%
6th (49)	67% (33)	62%
7th (53)	68% (36)	58%
8th (74)	72% (53)	67%
Alg. I (68)	75% (51)	71%



***District Math- STAAR Results-@ Meets**

	2026	2025
3rd (34)	41%(14)	27%
4th (47)	45% (21)	30%
5th (49)	73% (36)	54%
6th (49)	27% (13)	7%
7th (53)	45% (24)	30%
8th (74)	34% (25)	28%
Alg. I (68)	49% (33)	38%



***District Math- STAAR Results-@ Masters**

	2026	2025
3rd (34)	18% (6)	8%
4th (47)	11% (5)	17%
5th (49)	37% (18)	34%
6th (49)	4% (2)	0%
7th (53)	6% (3)	2%
8th (74)	5% (4)	6%
Alg. I (68)	24% (16)	15%



*District Math- STAAR /EOC by population

	All	Hispanic	GT	Migrant	E.B.	SPED	ECO.DIS
3rd	76%	76%	67%	0% (0/1)	63% (5/8)	40% (2/5)	75%
4th	70%	70%	100%	50% (1/2)	100% (3/3)	36% (4/11)	68%
5th	90%	90%	100%	0% (0/1)	80% (8/10)	63% (5/8)	88%
6th	67%	65%	100%	0% (0/1)	50% (4/8)	57% ₀ (4/7)	62%
7th	68%	73%	100%	0% (0/1)	57% (8/14)	60% (6/10)	67%
8th	72%	74%	100%	100%	50% (9/18)	33% (4/12)	73%
Alg. I	75%	66%	0%	100%	56%	58%	66%



***District Math STAAR Results-@ Approaches**

	State	Region	District
3rd	67%	67%	76%
4th	69%	70%	70%
5th	74%	77%	90%
6th	73%	71%	67%
7th	49%	46%	68%
8th	72%	78%	72%
Alg. I	82%	84%	75%



***District Math STAAR Results-@ Meets**

	State	Region	District
3rd	44%	44%	41%
4th	50%	51%	45%
5th	47%	49%	73%
6th	39%	34%	27%
7th	30%	26%	45%
8th	47%	54%	34%
Alg. I	54%	55%	49%



***District Math STAAR Results-@ Masters**

	State	Region	District
3rd	22%	21%	18%
4th	25%	26%	11%
5th	20%	20%	37%
6th	15%	11%	4%
7th	9%	6%	6%
8th	16%	18%	5%
Alg. I	30%	30%	24%



*District Science and Social Studies- STAAR Results-@ Approaches

Science	2026	2025
5th		76%
8th		72%
Biology (62)	92% (57)	91%
Social Studies		
8th (81)	54% (44)	34%
U.S. History (76)	96% (73)	96%



***District Science and Social Studies- STAAR Results-@ Meets**

Science	2026	2025
5th		36%
8th		49%
Biology (62)	50% (31)	65%
Social Studies		
8th (81)	21% (17)	12%
U.S. History (76)	71% (54)	53%



*District Science and Social Studies- STAAR Results-@ Masters

Science	2026	2025
5th		20%
8th		15%
Biology (62)	15% (9)	14%
Social Studies		
8th (81)	6% (5)	3%
U.S. History (76)	24% (18)	13%



***District Science/Social Studies- STAAR /EOC by population**

	All	Hispanic	GT	Migrant	E.L.	SPED	ECO.DIS
5th grade Science							
8th grade Science							
8th grade Social Studies	54%	54%	100%	50%	35%	14%	53%
Biology	92%	92%	100%	100%	100%	79%	91%
U.S. History	96%	96%	100%	0%	83%	80%	94%



***District Science and Social Studies- STAAR Results-@ Approaches**

Science	State	Region	District
5th			
8th			
Biology	94%	91%	92%
Social Studies			
8th	56%	55%	54%
U.S. History	93%	92%	96%



*District Science and Social Studies- STAAR Results-@ Meets

Science	State	Region	District
5th			
8th			
Biology	71%	64%	50%
Social Studies			
8th	31%	28%	21%
U.S. History	70%	65%	71%



***District Science and Social Studies- STAAR Results-@ Masters**

Science	State	Region	District
5th			
8th			
Biology	35%	26%	15%
Social Studies			
8th	16%	13%	6%
U.S. History	37%	29%	24%

Strengths

Santa Rosa ISD is committed to providing a rigorous, aligned, and student-centered instructional program that supports academic excellence from Pre-K through Grade 12. The district utilizes high-quality instructional materials and research-based resources designed to ensure students develop the knowledge, skills, and character necessary for success in college, careers, and life.

Curriculum Goals

The Santa Rosa ISD Curriculum & Instruction Department is dedicated to:

- Ensuring all students achieve academic growth and mastery of the Texas Essential Knowledge and Skills (TEKS).
- Providing equitable access to high-quality instructional materials and engaging learning experiences.
- Developing critical thinking, problem-solving, communication, and collaboration skills.
- Promoting literacy across all content areas to build strong readers, writers, and lifelong learners.
- Strengthening mathematical reasoning and real-world application skills.
- Preparing students for postsecondary success, including college, career, military, and workforce readiness.
- Utilizing data-driven instruction and targeted interventions to meet the diverse needs of all learners.
- Fostering student ownership of learning through personalized instructional support and enrichment opportunities.

Mathematics

Mathematics instruction begins with **Frog Street Pre-K** and progresses through **Bluebonnet Learning** for Kindergarten through Grade 12. These resources provide a comprehensive approach to developing mathematical reasoning, problem-solving skills, conceptual understanding, and college-and-career readiness.

Instructional Resources

- Frog Street Pre-K
- Bluebonnet Learning (K–12)

Reading and Language Arts

Early literacy development is supported through **Frog Street Pre-K**, while students in Kindergarten through Grade 12 engage with **HMH Into Literature**. This vertically aligned literacy program focuses on reading comprehension, vocabulary acquisition, writing, critical thinking, and communication skills that prepare students for academic and lifelong success.

Instructional Resources

- Frog Street Pre-K
- HMH Into Literature (K–5)
- HMH Into Literature (6–8)
- HMH Into Literature (9–12)

Science

Science instruction is supported through a variety of standards-aligned resources. Elementary, middle, and high school students utilize **McGraw Hill Texas Science (K–12)**, with additional support from **Pearson** and **Lowman Education** resources in middle school. The science courses provide students with opportunities to investigate, analyze, and apply scientific concepts through rigorous and engaging instruction.

Instructional Resources

- McGraw Hill Texas Science (K–12)
- Pearson (6–8)
- Lowman Education (6–8)

Social Studies

The social studies curriculum begins with **SAVVAS MyWorld** for Kindergarten through Grade 5 and transitions to **Lowman Education** resources in Grades 6–8. High school students utilize **Pearson Social Studies** for Grades 9–11, while seniors complete **The Foundations in Personal Finance** by Dave Ramsey, equipping them with essential civic understanding, financial literacy, and life skills.

Instructional Resources

- SAVVAS MyWorld (K–5)
- Lowman Education (6–8)
- Pearson Social Studies (9–11)
- The Foundations in Personal Finance by Dave Ramsey (Grade 12)

College, Career, and Military Readiness (CCMR) & Career and Technical Education (CTE) | Grades 9–12

Santa Rosa ISD is committed to preparing students for success beyond high school through high-quality Career and Technical Education (CTE) programs, industry-based learning experiences, dual credit opportunities, certifications, and workforce development pathways.

As a member of the **Rio Grande Valley Collaborative Alliance for Rural Education and Employment Resources (RGV-CAREER)**, Santa Rosa ISD collaborates with six rural school districts and Region One ESC to expand college and career opportunities for students across the Rio Grande Valley. Through shared resources, expertise, and innovative programming, RGV-CAREER develops and implements strong CTE pathways that equip students with the skills, knowledge, and experiences necessary to thrive in today's global workforce.

Purpose of RGV-CAREER

RGV-CAREER exists to:

- Foster educational excellence in rural school districts.
- Expand career and college opportunities for students.
- Develop and strengthen Career and Technical Education programs.
- Prepare students with workforce-ready skills and industry-aligned experiences.
- Increase access to specialized career pathways that may not otherwise be available in individual districts.

RGV-CAREER Academies

Business Academy – San Perlita ISD

Health Science Academy – Lasara ISD & La Villa ISD

Law and Public Service Academy – La Villa ISD

Manufacturing Academy – Monte Alto ISD

Media Arts Academy and Engineering Foundations Academy – Santa Rosa ISD

Teacher Academy – Lyford CISD

Auto Service Academy – Lyford CISD

Through the **Media Arts Academy and Engineering Foundations Academy**, Santa Rosa ISD students gain access to specialized coursework, hands-on learning experiences, industry certifications, and pathways aligned to high-demand careers.

Supplemental Instructional Resources

To enhance classroom instruction and provide targeted support for student achievement, Santa Rosa ISD utilizes supplemental instructional programs that address intervention, enrichment, progress monitoring, accelerated learning, and graduation support:

- **Accelerated Reader (Renaissance Learning)** – Grades K–8
- **Summit K-12** – Language development and academic support
- **i-Ready Reading & Mathematics** – Personalized instruction and diagnostic assessments
- **mCLASS** – Early literacy screening and intervention
- **IXL** – Supplemental practice, intervention support, and HB 1416 requirements
- **edSpire Credit Recovery** – Grades 9–12; provides flexible learning opportunities for students to recover credits, stay on track for graduation, and meet graduation requirements

Santa Rosa ISD Commitment to Students

At Santa Rosa ISD, our students are at the heart of every decision we make. We are committed to providing a safe, supportive, and engaging learning environment where every student is challenged, valued, and empowered to achieve their full potential. Through rigorous instruction, high-quality curriculum resources, personalized support, and meaningful educational opportunities, we strive to ensure that all students develop the academic knowledge, critical thinking skills, character, and confidence necessary to succeed in college, careers, military service, and life. We believe every student deserves equitable access to exceptional learning experiences, and we remain dedicated to preparing graduates who are ready to lead, contribute, and thrive in an ever-changing world.

Santa Rosa ISD is committed to ensuring that every student learns, grows, and succeeds—today and into the future.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Local Accountability Systems (LAS) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ Local benchmark or common assessments data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data

Support Systems and Other Data

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



Goals

Goal 1

SRISD will provide quality and effective instruction, coupled with high expectations

Performance Objective 1 High Priority

SRISD ensures implementation, ongoing monitoring, and comprehensive evaluation of the curriculum to ensure its alignment, rigor, data-driven focus, and sustained support through continuous progress monitoring.

Evaluation Data Source: Comprehensive needs assessment, formative assessments, benchmark data, student and teacher performance

Strategy 1

SRISD will implement targeted extended learning opportunities for students struggling to master the curriculum or state assessments, including afterschool tutorials, Saturday sessions, and focused blitz interventions to support their academic growth.

Strategy's Expected Result/Impact: Increase student achievement, close achievement gap, and show student growth

Staff Responsible for Monitoring: Principals, Deans, Teachers

Funding Sources: Curriculum, tutors Fund 270 Title V (Rural & Low Income School), , Curriculum Fund 352 21st Century (ACE), , Curriculum Fund 211 Title One Part A,

Formative Reviews

October

January

April

Strategy 2

SRISD will secure and leverage resources--including textbooks, web-based intervention programs, TEKS Resource System, and teacher development materials--to develop and align high-quality curriculum content effectively.

Strategy's Expected Result/Impact: Increase student achievement, close achievement gap, and show student growth

Staff Responsible for Monitoring: District Administration, Principals, Deans, Teachers

Funding Sources: IXL Web based intervention Fund 410 (EMAT), , Math Curriculum Fund 410 (EMAT),

Formative Reviews

October

January

April

Strategy 3

SRISD instructional leadership teams will conduct regular classroom walkthroughs and observations throughout the school year to actively monitor and support the quality of instructional practices.

Strategy's Expected Result/Impact: Increase student achievement, close achievement gap, and show student growth. Administrators will use the T-TESS rubric to give teachers timely feedback.

Staff Responsible for Monitoring: District Administration, Principals, Deans, Teachers

Funding Sources: DMAC for inputting walkthroughs Fund 255 Title II (Preparing, training teachers),

Formative Reviews

October

January

April

Strategy 4

SRISD will utilize the DMAC software program to enable all staff members to develop and administer curriculum-based assessments at unit intervals across all content areas, supporting consistent and data-driven instruction.

Strategy's Expected Result/Impact: Increase student achievement, close achievement gap, and show student growth.

Staff Responsible for Monitoring: Principals, Deans, Instructional Coaches, Teachers

Funding Sources: DMAC for creating assessments Fund 255 Title II (Preparing, training teachers),

Formative Reviews

October

January

April

Strategy 5

SRISD will implement the Bluebonnet Learning Math curriculum across all grades from Kindergarten to 11th grade district-wide, in partnership with Region One, the authorized state provider through the LIFT grant. Together, they will deliver comprehensive, high-quality professional development for teachers, deans of instruction, campus administrators, and district leaders to ensure successful implementation throughout the academic school year.

Strategy's Expected Result/Impact: Increase student achievement, close achievement gap, and show student growth. Growth of literacy skills for students when comparing BOY to EOY data.

Staff Responsible for Monitoring: District Administration, Principals, Deans, Teachers

Funding Sources: Curriculum implementation guidance from Region One Fund 211 Laso Cycle 3 Strong Foundations Planning , , Instructional Materials, textbook, skills practice book, instructional kits Fund 211 Laso Cycle 3 Strong Foundations Planning ,

Formative Reviews

October

January

April

Strategy 6

SRISD will employ the STAR Renaissance assessments (STAR Reading and Math) elementary and middle school as part of its strategic plan. At the start of each year, students will complete a comprehensive reading assessment to establish their reading levels and guide personalized learning plans. Furthermore, elementary students will take a math assessment to assess their skills and support the creation of targeted, individualized instruction plans.

Strategy's Expected Result/Impact: Increase student achievement, close achievement gap, and show student growth. Growth of literacy and math skills for students when comparing BOY to EOY data.

Staff Responsible for Monitoring: Principals, Deans, Teachers

Funding Sources: Renaissance software Fund 211 Title One Part A,

Formative Reviews

October

January

April

Strategy 7

SRISD will monitor student performance at the Approaches, Meets, and Masters achievement levels on district benchmark assessments through DMAC and Edspire to evaluate progress toward campus and district accountability goals.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Curriculum and Instruction, Principals, Deans of Instruction

Funding Sources: Colorbands student goal and tracking professional development and tools Fund 255 Title II (Preparing, training teachers),

Formative Reviews

October

January

April

Performance Objective 2

Students identified as Special Education (SPED), RTI/504, or At-Risk will receive targeted interventions and appropriate support services designed to address their individual academic and instructional needs.

Evaluation Data Source: Comprehensive needs assessment, formative assessments, benchmark data, student and teacher performance

Strategy 1 Results Driven Accountability

SRISD will deliver targeted instructional support to At-Risk students to promote their academic achievement and ensure their success.

Strategy's Expected Result/Impact: With targeted instructional support, such as high-dosage tutoring, can lead to substantial gains in test scores and overall academic achievement. This is particularly effective when the support is personalized to meet individual student needs.

Tutoring programs have been linked to higher graduation rates and retention rates among at-risk students.

Instructional support through supportive relationships can boost student engagement and motivation which is crucial for at-risk students who may otherwise feel disconnected from their educational environment.

Staff Responsible for Monitoring: District Administration, Teachers, Principals, Student Services Coordinator, Counselor.

Funding Sources: Elementary coach Fund 289 (Literacy Grant), , Fund 352 21st Century (ACE),

Formative Reviews

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April

Strategy 2

SRISD will establish a Response to Intervention (RTI) Program to provide Tiered support for students who are not meeting grade-level expectations, ensuring they receive the necessary interventions to improve their academic performance.

Strategy's Expected Result/Impact: RTI integrates continuous progress monitoring and data-based decision-making to adjust the intensity and nature of interventions based on each student's needs.

RTI data monitoring improves academic performance but also in identifying students who may need special education services.

Staff Responsible for Monitoring: District Administration, Teachers, Principals, Academic Support Coordinator, Counselor.

Funding Sources: Fund 199 (General Fund),

Formative Reviews

October

January

April

Strategy 3

SRISD will analyze student performance through universal benchmarks and curriculum-based assessments following each test administration to identify instructional gaps and inequities, especially among special populations, and adjust interventions accordingly.

Staff Responsible for Monitoring: District Administration, Teachers, Principals, Academic Support Coordinator, Counselor.

Funding Sources: Fund 255 Title II (Preparing, training teachers),

Formative Reviews

October

January

April

Strategy 4

SRISD will provide specialized training to both Special Education and General Education teachers on inclusive practices and the effective implementation of IEPs to enhance collaborative and personalized support for students.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: District administration

Funding Sources: Fund 199 (General Fund),

Formative Reviews

October

January

April

Strategy 5

SRISD will adopt the MTA Dyslexia Program to enhance the identification, assessment, and support of students with dyslexia through comprehensive implementation.

Staff Responsible for Monitoring: District administration

Funding Sources: software program Fund 199 (General Fund),

Formative Reviews

October

January

April

Strategy 6

Students who failed any STAAR/EOC will be required to complete accelerated instruction tutoring hours as required by HB 1416. Teachers will be required to create accelerated instruction plans and hold parent conferences.

Strategy's Expected Result/Impact: Reduce the number of students failing STAAR/EOC

Staff Responsible for Monitoring: Coordinator of Student Services, Principal, Deans of Instruction

Funding Sources: Fund 352 21st Century (ACE), , Fund 410 (EMAT),

Formative Reviews

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January

April

Strategy 7

SRISD will implement online programs such as SuccessEd, DMAC, Edspire to ensure compliance with state regulations regarding the identification and implementation of Special Education, Section 504, Dyslexia, and Multi-tiered System of Supports to monitor student progress.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Coordinator for Students Services, SPED teachers

Funding Sources: Fund 410 (EMAT),

Formative Reviews

October

January

April

Performance Objective 3

SRISD will ensure campuses implement high-quality sheltered instruction practices to strengthen language acquisition, increase student engagement, and improve academic outcomes for emergent bilingual students.

Evaluation Data Source: Comprehensive needs assessment, formative assessments, benchmark data, student and teacher performance

Strategy 1

SRISD will offer professional development focused on second language acquisition strategies to equip teachers and staff in effectively supporting Emergent Bilingual (EB) students.

Strategy's Expected Result/Impact: Provide Professional Development

Staff Responsible for Monitoring: C&I Director, Teachers, Principals, Deans

Funding Sources: FUND 263 Title III, , Fund 255 Title II (Preparing, training teachers),

Formative Reviews

October

January

April

Strategy 2

SRISD will implement Summit K12 instructional supports to tailor learning experiences to students' language proficiency needs in listening, speaking, reading, and writing, ensuring targeted intervention, personalized instruction, and continuous academic progress.

Strategy's Expected Result/Impact: EL students will show growth in all areas

Staff Responsible for Monitoring: C&I Director, Teachers, Principals, Deans

Funding Sources: FUND 263 Title III,

Formative Reviews

October

January

April

Strategy 3

SRISD will utilize the LAS Links assessment to accurately identify and support emergent bilingual students.

Strategy's Expected Result/Impact: To identify EB students for bilingual program

Staff Responsible for Monitoring: Campus counselor, bilingual teachers and campus administrators

Funding Sources: Fund 199 (General Fund),

Formative Reviews

October

January

April

Strategy 4

SRISD will conduct training for teachers on analyzing and using TELPAS assessment data to inform and tailor instruction that effectively addresses the needs of Emergent Bilingual (EB)

students.

Strategy's Expected Result/Impact: Teachers will plan for instruction that targets English Language Learners needs

Staff Responsible for Monitoring: District & Campus Administrators, Teachers, Principals, Deans

Funding Sources: FUND 263 Title III, , Teacher training Fund 255 Title II (Preparing, training teachers),

Formative Reviews

October

January

April

Strategy 5 Results Driven Accountability

SRISD will monitor campus data usage reports on Summit K-12 to ensure opportunities are provided for our emergent bilingual students through instructional supports. Reports will be reviewed with campus administrators each six weeks

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Curriculum and Instruction, Deans of Instruction

Funding Sources: FUND 263 Title III,

Formative Reviews

October

January

April

Strategy 6

Students taking TELPAS will be administered two benchmarks using SummitK12 throughout the academic year. This data will help teachers monitor students' progress and prepare them for the state assessment.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Curriculum and Instruction, Principals, Deans of Instruction

Funding Sources: FUND 263 Title III,

Formative Reviews

October

January

April

Performance Objective 4

SRISD will ensure administrators, teachers, and staff have access to targeted professional development opportunities that promote professional growth, improve effectiveness, and align with district priorities and student achievement goals.

Evaluation Data Source: Comprehensive needs assessment, formative assessments, benchmark data, Staff Development Sign-in sheets, student and teacher performance

Strategy 1

SRISD will provide professional development to teachers in areas such as sheltered instruction, reading and mathematics strategies, differentiated instruction, classroom management, and other areas to improve and elevate the quality of instruction.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: District administration, Teachers, Principals, Deans

Funding Sources: Fund 255 Title II (Preparing, training teachers), , Fund 289 (Stronger Connections Grant),

Formative Reviews

October

January

April

Strategy 2

SRISD will provide opportunities for teachers and administrators to attend local and state conferences to gain insights on best practices in education.

Strategy's Expected Result/Impact: Increase content knowledge

Staff Responsible for Monitoring: District administration, Teachers, Principals, Deans

Funding Sources: Fund 255 Title II (Preparing, training teachers),

Formative Reviews

October

January

April

Strategy 3

SRISD will utilize Region One and other approved consultants as resources to support and enrich staff development and student learning.

Strategy's Expected Result/Impact: Increase staff and student knowledge

Staff Responsible for Monitoring: District administration, Teachers, Principals, Deans

Funding Sources: Fund 255 Title II (Preparing, training teachers), , Fund 429 Laso Cycle 3 Strong Foundations E.B., , Fund 211 Laso Cycle 3 Strong Foundations Planning ,

Formative Reviews

October

January

April

Strategy 4

SRISD will establish and protect collaborative planning time for teachers to engage in Professional Learning Communities (PLCs), develop rigorous instructional practices, design standards-aligned lessons, and continuously improve instructional effectiveness to support student achievement.

Strategy's Expected Result/Impact: Enhance student instruction

Staff Responsible for Monitoring: District administration, Teachers, Principals, Deans

Funding Sources: Fund 199 (General Fund),

Formative Reviews

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April

Performance Objective 5 High Priority

SRISD will support campuses in the implementation of targeted Gifted and Talented (GT) instructional strategies designed to enhance student achievement and improve performance on state assessments.

Evaluation Data Source: STAAR/EOC, benchmarks

Strategy 1

SRISD will provide the required six-hour Gifted and Talented (GT) update training for educators requiring renewal certification. In addition, the district will ensure that all newly identified GT educators complete the state-mandated 30-hour foundational GT training to maintain compliance with Texas Education Agency requirements.

Strategy's Expected Result/Impact: Ensure GT staff in compliance, increase enrichment time

Staff Responsible for Monitoring: Coordinator of Student Services, Principal, Deans of Instruction

Funding Sources: FUND 199 PIC 21 (GT),

Formative Reviews

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January

April

Strategy 2

SRISD Gifted and Talented (GT) students will participate in the Independent Investigation Method and develop rigorous projects aligned with the Texas Performance Standards Project (TPSP). These projects will be showcased during spring campus events, providing an opportunity for students to demonstrate their creativity, critical thinking, problem-solving abilities, and advanced learning to families and the broader community.

Strategy's Expected Result/Impact: Increase enrichment time, increase student achievement

Staff Responsible for Monitoring: Coordinator of Student Services, Principal, Deans of Instruction

Funding Sources: FUND 199 PIC 21 (GT),

Formative Reviews

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April

Performance Objective 6

SRISD will identify eligible at-risk students to participate in the 21st Century Grant Program, providing additional academic and enrichment opportunities that support student success.

Evaluation Data Source: Participation counts

Strategy 1

SRISD will provide daily after-school tutoring at all campuses participating in the 21st Century Grant Program. The program will focus on strengthening core academic skills and supporting student achievement. Student progress will be regularly monitored through benchmark assessments and report card reviews to ensure continuous academic growth and timely intervention when needed.

Strategy's Expected Result/Impact: Increase academic achievement

Staff Responsible for Monitoring: 21st Century Director and site coordinators

Funding Sources: Fund 352 21st Century (ACE),

Formative Reviews

October

January

April

Strategy 2

SRISD will provide summer school programming at all campuses participating in the 21st Century Grant Program, offering students access to both academic intervention and enrichment opportunities. Program effectiveness will be evaluated through student enrollment, attendance, participation rates, and engagement in academic and enrichment activities to ensure meaningful learning experiences and positive student outcomes.

Strategy's Expected Result/Impact: Increase academic achievement

Staff Responsible for Monitoring: 21st Century Director and site coordinators

Funding Sources: Fund 352 21st Century (ACE),

Formative Reviews

October

January

April

Goal 2

SRISD will foster a safe, orderly, and inclusive learning environment that promotes a positive school culture and prioritizes the physical, social, and emotional well-being of every student and staff member.

Performance Objective 1

SRISD will uphold and reinforce policies and procedures that foster a safe, orderly, and secure environment for all students and staff.

Evaluation Data Source: Compliance with Security Audit recommendations

Strategy 1

SRISD will ensure that the Emergency Management Plan is reviewed, edited, implemented annually at each campus.

Strategy's Expected Result/Impact: To ensure the plan is being completed and implemented correctly

Staff Responsible for Monitoring: Chief of Police, school administrators

Formative Reviews

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January

April

Strategy 2

SRISD will utilize the Raptor Emergency Management Suite at all campuses.

Strategy's Expected Result/Impact: The program will provide enhanced security, improved visitor tracking, and quicker response to emergencies. It helps ensure a safer environment for students, staff, and visitors by screening and managing access to the school.

Staff Responsible for Monitoring: Campus police officers, front office staff

Funding Sources: Raptor Emergency Technology Fund 289 Title IV,

Formative Reviews

October

January

April

Strategy 3

SRISD will ensure that one Santa Rosa ISD Police Department Officer will be stationed at each

campus to maintain the safety of students and staff.

Strategy's Expected Result/Impact: To provide a safe and secure environment for our students, staff and community

Staff Responsible for Monitoring: Superintendent, Chief of Police

Funding Sources: Police Officers Fund 199 (General Fund),

Formative Reviews

October

January

April

Performance Objective 2

SRISD will cultivate a safe learning environment where students and staff feel valued, respected, and supported.

Evaluation Data Source: Presentations

Strategy 1

The District will provide programs to address Bullying and Cyberbullying to all students. In addition, Santa Rosa ISD will work on creating procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator of dating violence.

Strategy's Expected Result/Impact: Increase a safe and secure environment for students

Staff Responsible for Monitoring: SEL Counselors, Campus Counselors, District PD, Principal

Funding Sources: Software Fund 289 (Stronger Connections Grant), , Bullying Reporting Procedures for Campus Administration Fund 289 Title IV,

Formative Reviews

October

January

April

Strategy 2

The District will research and implement practices for supporting social emotional learning and conflict resolution through lessons/presentations to our students. Research topics will include the following: mental health and wellness, substance abuse, dating and violence prevention, suicide prevention, pregnancy related services, and bullying. Counselors, local law enforcement and community agencies will support these efforts by presenting relevant information and resources to enhance students awareness and safety.

Strategy's Expected Result/Impact: Establish a student model to include prevention and intervention components for supporting students behavioral success.

Staff Responsible for Monitoring: SEL Counselors, Campus Counselors, Campus administration, teachers

Funding Sources: Character Strong Program Fund 289 (Stronger Connections Grant),

Formative Reviews

October

January

April

Strategy 3

The District will provide a Drug Use/Vape Use awareness and prevention presentations to our students.

Strategy's Expected Result/Impact: Reduce students' use of drug/e-cigarettes. Educate students' about the health risks, the factors that lead to e-cigarette use, and ways to avoid using these products

Staff Responsible for Monitoring: Counselors, District Police Department, Campus administration, ACE, CIS

Funding Sources: School Safety Center Anti-Drug and Vape promotion items Fund 289 Title IV, , Presenters to provide students with real world scenarios and the consequences of Drug and Vape usage Fund 289 (Stronger Connections Grant),

Formative Reviews

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January

April

Strategy 4

Every campus will have a red ribbon campaign for drug/alcohol use awareness.

Strategy's Expected Result/Impact: Educate our students on drug use, including the health risks, the factors that lead to drug use, and ways to avoid using these products

Staff Responsible for Monitoring: Counselors, Principals

Funding Sources: Red Ribbon School promotional items for students and staff to show support for anti-drug campaign Fund 289 (Stronger Connections Grant), , Presenters to deepen the understanding of staff and students Fund 289 Title IV,

Formative Reviews

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April

Strategy 5

The Santa Rosa ISD Superintendent of Schools will collaborate with campus principals to develop

strategies aimed at creating a unified behavior management approach and infraction guide. This effort seeks to reduce the overuse of exclusionary discipline practices and keep students engaged in the classroom learning environment.

Strategy's Expected Result/Impact: Reduction in students out of schools, increase in positive behavioral supports

Staff Responsible for Monitoring: Superintendent, Campus administration

Funding Sources: Non-Violent Crisis Prevention Intervention training for staff to create response teams on each campus. Fund 199 (General Fund),

Formative Reviews

October

January

April

Performance Objective 3

SRISD will train students and staff to effectively respond to emergency situations in accordance with state guidelines.

Evaluation Data Source: Dates held of our emergency preparedness drills, Raptor usage report

Strategy 1

The District will train required personnel in CPR and AED equipment, diabetic and allergy policies and procedures.

Strategy's Expected Result/Impact: Provide trainings to our staff so that they will be knowledgeable of treating our students and staff

Staff Responsible for Monitoring: School Nurses, District Police, Principal,

Funding Sources: Ruby Red Solutions L.L.C. CPR certification Fund 199 (General Fund), , Vector Training system Fund 199 (General Fund),

Formative Reviews

October

January

April

Strategy 2

The District will conduct safety mandated drills, e.g. fire , lock down, tornado, and evacuations

Strategy's Expected Result/Impact: To prepare our students and staff for emergency situations such as an active shooter event, unauthorized person on campus, fire and other types of evacuations

Staff Responsible for Monitoring: District police officers, Campus administration, Teachers

Funding Sources: Walkie talkies, Raptor Emergency Management System Fund 199 (General Fund),

Formative Reviews

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January

April

Strategy 3

The District will train required staff on safety/emergency protocols and procedures such as but not limited to active shooter training.

Strategy's Expected Result/Impact: To prepare our students and staff for emergency situations such as an active shooter event, unauthorized person on campus, fire and other types of evacuations

Staff Responsible for Monitoring: School resource officers, Campus administration

Funding Sources: Raptor Emergency System Fund 429 (Safe Cycle/Security), , Training resources for campus police department for emergency training Fund 289 Title IV,

Formative Reviews

October

January

April

Performance Objective 4

SRISD will support campuses in implementing a comprehensive health education program aimed at encouraging healthy living and reducing health-risk behaviors.

Evaluation Data Source: Comprehensive needs assessments, student and teacher performance, sign-in sheets

Strategy 1

The District will provide staff, students and parents with opportunities to become active participants in district and campus initiatives.

Strategy's Expected Result/Impact: Increase in participation in our district initiatives also including trainings

Staff Responsible for Monitoring: ACE program, Principal, Superintendent

Funding Sources: snacks and informational information for parents Fund 289 Title IV, , Items for student performances, poster makers, promotional items, information items Fund 352 21st Century (ACE), , Activities for student and parent informational sessions Fund 274 Gear-up, , Promotional items for College and Career initiatives Fund 499 (RootEd),

Formative Reviews

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January

April

Strategy 2

The District shall assess the physical fitness of students enrolled in grades 3-12 annually and report (FITNESS Gram) results to TEA.

Strategy's Expected Result/Impact: Help our students understand and appreciate a physically active lifestyle.

Staff Responsible for Monitoring: Physical education coaches

Funding Sources: Fitness Gram program Fund 199 (General Fund),

Formative Reviews

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January

April

Strategy 3

The District will ensure that the local School Health Advisory Council (SHAC) convenes regularly to support the integration of local community values into the district's health education curriculum.

Strategy's Expected Result/Impact: Addressing student health needs, reinforcing health knowledge and skills, and promoting a positive school environment that supports learning

Staff Responsible for Monitoring: School nurses, SHAC committee representatives

Funding Sources: Promotional items and informational items Fund 199 (General Fund),

Formative Reviews

October

January

April

Strategy 4

Santa Rosa ISD will provide Stop the Bleed, CPR, and First Aid training for staff members to ensure preparedness in emergency situations and promote a safe learning environment.

Strategy's Expected Result/Impact: Increase number of staff trained

Staff Responsible for Monitoring: District Nurse

Funding Sources: Ruby Red Solutions, Vector training Fund 199 (General Fund),

Formative Reviews

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January

April

Performance Objective 5

SRISD will establish and sustain a comprehensive Family and Community Engagement program by hosting at least one family and community engagement event each month and developing strategic partnerships with local organizations to provide coordinated academic, social, emotional, and wraparound supports for students and families. Through collaborative partnerships, family engagement initiatives, and targeted services aligned with local needs, resources, and interests, the district will improve student outcomes, reduce chronic absenteeism, and increase meaningful family involvement in education.

Evaluation Data Source: Parental Sign-in sheets

Strategy 1

Santa Rosa ISD, through the Community Partnerships Department, will collaborate with the Texas ACE Program, Communities In Schools (CIS), local businesses, higher education institutions, health providers, nonprofit organizations, and community agencies to establish and maintain strategic partnerships that provide academic, social-emotional, wellness, career exploration, and wraparound supports for students and families.

Strategy's Expected Result/Impact: Increase in the number of active community partnerships and expanded access to academic, social-emotional, wellness, and wraparound resources that support student success and family needs.

Staff Responsible for Monitoring: Community Partnerships Department, Texas ACE Department/ACE Coordinator, Communities In Schools (CIS) Staff, Central Office Administration, Campus Administration

Funding Sources: invitations, planning materials, forms Fund 211 Title One Part A, , project materials Fund 352 21st Century (ACE),

Formative Reviews

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January

April

Strategy 2

Santa Rosa ISD will host at least one family and community engagement event each month throughout the school year, including district-wide events such as Community Tailgate, Boo at the U, Homecoming Parade, Veterans Day, Meet the Warriors, Meet the Teacher, Loteria Night, parent workshops, resource fairs, wellness events, and other activities that promote meaningful family engagement and student success.

Strategy's Expected Result/Impact: Increase family participation, community involvement, and opportunities for parents and stakeholders to engage in activities that support student achievement and school success.

Staff Responsible for Monitoring: Community Partnerships Department, Texas ACE Department/ACE Site Coordinators, Campus Administration, Family Engagement Coordinator

Funding Sources: decorations, supplies for event promotions Fund 289 (Stronger Connections Grant), , Decorations, supplies for event participants Fund 352 21st Century (ACE),

Formative Reviews

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January

April

Strategy 3

The Community Partnerships Department, in collaboration with Communities In Schools (CIS), Texas ACE, and community partners, will coordinate after-school, evening, weekend, summer enrichment programs, mentorship opportunities, family workshops, and wraparound services. The District Wellness Hub and designated Wellness Area will serve as central locations where students and families can access mental health resources, family counseling, parenting education, wellness activities, and community resources aligned to identified needs.

Strategy's Expected Result/Impact: Increase in community awareness of District events

Staff Responsible for Monitoring: Community Partnerships Department, Texas ACE Department/ACE Site Coordinators, Communities In Schools (CIS) Staff, Counselors, Campus Administration, Technology Department

Funding Sources: Flyer editing software Fund 352 21st Century (ACE), , Remind 101 Fund 199 (General Fund),

Formative Reviews

October

January

April

Strategy 4

Santa Rosa ISD will recruit and engage parents, community members, and stakeholders throughout the school year to participate in the District Planning Committee (DPC), ACE volunteer initiatives, and other district committees. The district will utilize multiple communication platforms including social media, the district website, text messaging, email, community flyers, and face-to-face meetings to promote events, gather stakeholder feedback, encourage participation, and support shared decision-making.

Strategy's Expected Result/Impact: Increased in community engagement and participation

Staff Responsible for Monitoring: Superintendent, Community Partnerships Department, Texas ACE Department/ACE Site Coordinators, Communications Department, Central Office Administration, Campus Administration

Funding Sources: District Planning Committee & Parent Volunteers Fund 199 (General Fund), , District Planning Committee & Parent Volunteers Fund 352 21st Century (ACE),

Formative Reviews

October

January

April

Strategy 5

Santa Rosa ISD will ensure that families experiencing homelessness and other identified needs have access to appropriate district and community resources through the McKinney-Vento program, Communities In Schools (CIS), the District Wellness Hub, and community partnerships to remove barriers to student attendance, engagement, and academic success.

Strategy's Expected Result/Impact: Increase resource and support services

Staff Responsible for Monitoring: McKinney-Vento Liaison, Community Partnerships Department, Texas ACE Department/ACE Site Coordinators, Communities In Schools (CIS) Staff, Counselors, Campus Administration

Funding Sources: Resources for Mckinney-Vento Fund 211 Title One Part A,

Formative Reviews

October

January

April

Strategy 6

Santa Rosa ISD will provide ongoing professional learning for administrators, teachers, counselors, and support staff to strengthen family engagement practices, effectively implement community partnership initiatives, and maximize the use of available wraparound resources and services.

Strategy's Expected Result/Impact: Increased staff capacity to engage families and community partners effectively, resulting in stronger family-school relationships, improved access to wraparound services, and increased student support through coordinated resources.

Staff Responsible for Monitoring: Community Partnerships Department, Texas ACE Department/ACE Coordinator, Professional Learning Department, Campus Administration

Formative Reviews

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Goal 3

SRISD will recruit, hire, and retain highly qualified, competent, and committed administrators, teachers, and staff in all instructional and support areas, increasing of certified and experienced personnel.

Performance Objective 1

SRISD will implement a strategic recruitment plan that includes outreach to educator preparation programs, participation in regional job fairs, and engagement with professional networks. Recruitment efforts will prioritize high-need certification areas, including Special Education, Bilingual/ESL, and STEM, to strengthen the district's ability to attract and retain highly qualified educators.

Evaluation Data Source: Increase in the number of certified applicants per posted vacancy.
Percentage of new hires meeting "highly qualified" criteria.
Retention rate of new hires after one year.
Positive feedback from new hire surveys regarding recruitment and onboarding experiences.

Strategy 1

SRISD will prioritize recruitment efforts in high-need certification areas, including Special Education, Bilingual/ESL, and STEM, to strengthen the district's ability to attract and retain highly qualified educators.

Strategy's Expected Result/Impact: SRISD will attract a broader and more diverse group of certified and experienced candidates, especially in areas where shortages are common. Targeted outreach will help fill vacancies in critical instructional areas, reducing reliance on emergency certifications or long-term substitutes.

Staff Responsible for Monitoring: Superintendent, Campus administration

Funding Sources: Teach for America Fund 255 Title II (Preparing, training teachers),

Formative Reviews

October

January

April

Strategy 2

SRISD will maintain a highly qualified instructional staff by ensuring that teachers and instructional aides possess the required certifications, credentials, and competencies necessary to meet the diverse needs of students.

Strategy's Expected Result/Impact: Recruit highly qualified staff members

Staff Responsible for Monitoring: Superintendent, Campus administration

Funding Sources: TASB policy and SBEC data base Fund 199 (General Fund),

Formative Reviews

October

January

April

Strategy 3

SRISD will maintain a competitive compensation plan for teachers and staff to attract, recruit, and retain highly qualified professionals who support student achievement and organizational excellence.

Strategy's Expected Result/Impact: Recruit highly qualified staff members

Staff Responsible for Monitoring: Superintendent, CFO

Funding Sources: recruitment materials and district paraphernalia Fund 199 (General Fund),

Formative Reviews

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January

April

Strategy 4

To retain highly qualified personnel, SRISD will offer incentives such as stipends for high-need areas, planning and staff development Fridays, stipends for educators with master's degrees in their content areas, and opportunities to attend professional development conferences. These initiatives support professional growth, job satisfaction, and long-term retention.

Strategy's Expected Result/Impact: Highly qualified educators in content areas

Staff Responsible for Monitoring: Superintendent, CFO, Campus Administrators

Funding Sources: Fund 199 (General Fund),

Formative Reviews

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April

Strategy 5

SRISD will identify and address, in accordance with Section 1111(g)(1)(B) of state accountability requirements, any inequities that result in low-income and minority students being disproportionately assigned to ineffective, inexperienced, or out-of-field teachers. To support equitable access to high-quality instruction, the district will review STAAR assessment data to identify students who did not meet grade-level standards and will make every effort to place these students with experienced and appropriately certified teachers during the subsequent school year.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus Administration

Funding Sources: Data analysis software, DMAC, supplies for data desegregation Fund 255 Title II (Preparing, training teachers),

Formative Reviews

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January

April

Strategy 6

SRISD will partner with Region One Education Service Center through Teacher Incentive Allotment (TIA) Cohort G to initiate the data collection process in support of the district's TIA implementation efforts.

Strategy's Expected Result/Impact: Recruit, support and retain teachers

Staff Responsible for Monitoring: Superintendent, Coordinator for Student Services

Funding Sources: TIA consortium through Region One Fund 199 (General Fund),

Formative Reviews

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January

April

Performance Objective 2

SRISD will enhance the retention of newly hired staff through mentorship programs, professional learning opportunities, and employee recognition initiatives, with the goal of increasing first-year retention rates by 10%

Evaluation Data Source: Staff develop trainings, sign-in sheets, Staff development calendar

Strategy 1

SRISD will provide professional development to enhance teacher's skills, knowledge, and effectiveness to improve student outcomes

Strategy's Expected Result/Impact: Improved student outcomes

Staff Responsible for Monitoring: Director of Curriculum and Instruction, District Technology staff

Funding Sources: Colorbands training, writing and math professional development Fund 255 Title II (Preparing, training teachers),

Formative Reviews

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January

April

Strategy 2

SRISD will implement a districtwide New Teacher Mentorship Program to provide guidance, support, and professional growth opportunities for newly hired educators, promoting instructional effectiveness and long-term success.

Strategy's Expected Result/Impact: improved teaching effectiveness, increased retention, and enhanced collaboration within the school community

Staff Responsible for Monitoring: Director of Curriculum and Instruction, Principal, Deans of instruction,

Funding Sources: Region One mentoring program, stipends for mentor teachers Fund 199 (General Fund),

Formative Reviews

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January

April

Strategy 3

SRISD will provide opportunities for teachers to attend professional conferences to expand their instructional expertise, collaborate with educational peers, and remain current on emerging trends and best practices in education.

Strategy's Expected Result/Impact: Improved student outcomes

Staff Responsible for Monitoring: Director of Curriculum and Instruction, Principal, Deans of instruction,

Funding Sources: Travel funds Fund 255 Title II (Preparing, training teachers), , conference fees Fund 211 Title One Part A,

Formative Reviews

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April

Goal 4

SRISD will maintain a reliable, secure, and sustainable technology infrastructure that supports uninterrupted teaching, learning, and district operations

Performance Objective 1

SRISD will maintain reliable network connectivity throughout the school year while ensuring all instructional devices remain operational and available for student and teacher learning

Evaluation Data Source: Technology Needs Assessment

Strategy 1

SRISD will monitor network performance and security daily.

Strategy's Expected Result/Impact: To maintain and improve the performance of the district's technology equipment/resources

Staff Responsible for Monitoring: Technology department, Campus administration

Funding Sources: Technology conference Fund 211 Laso Cycle 3 Strong Foundations Planning , 211, , Megabyte consortium Fund 199 (General Fund), , Dell equipment Fund 410 (EMAT),

Formative Reviews

October

January

April

Strategy 2

SRISD will provide timely technical support and maintain instructional technology devices to ensure students and staff have reliable access to digital learning resources.

Strategy's Expected Result/Impact: To maximize instructional time by ensuring district-owned devices, classroom technology, and instructional software remain operational, minimizing downtime for students and staff.

Staff Responsible for Monitoring: Technology Department, Campus Administration

Funding Sources: Fund 199 (General Fund),

Formative Reviews

October

January

April

Performance Objective 2

SRISD will reduce cybersecurity incidents through annual staff training, multi-factor authentication, regular phishing simulations, and quarterly security audits.

Evaluation Data Source: Work Orders
Reduction in phishing attempts

Strategy 1

SRISD will require all employees to complete annual cybersecurity training to strengthen data security, promote safe technology practices, and ensure compliance with state and federal cybersecurity requirements.

Staff Responsible for Monitoring: District Technology Staff, Teachers, Administrators

Funding Sources: Fund 410 (EMAT),

Formative Reviews

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January

April

Strategy 2

SRISD will conduct simulated phishing campaigns throughout the school year to increase employee awareness, reinforce cybersecurity best practices, and reduce the risk of successful phishing attacks.

Strategy's Expected Result/Impact: Reduction in phishing attempts

Staff Responsible for Monitoring: District Technology Staff, Teachers, Administrators

Formative Reviews

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April

Strategy 3

SRISD will implement a technology lifecycle replacement plan by upgrading and replacing aging network infrastructure, servers, switches, wireless equipment, and other critical technology systems.

Strategy's Expected Result/Impact: To improve the reliability, security, and performance of the district's technology infrastructure while reducing equipment failures, minimizing downtime, and supporting current and future instructional and operational needs.

Staff Responsible for Monitoring: Technology Department, Campus Administrators

Funding Sources: Fund 199 (General Fund), , Fund 410 (EMAT),

Formative Reviews

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January

April

Performance Objective 3

SRISD will ensure all students and staff have access to operational instructional technology by maintaining a proactive device repair, replacement, and inventory management system throughout the school year

Evaluation Data Source: Inventory spreadsheet/database

Strategy 1

SRISD will maintain an accurate and up-to-date inventory of all student and staff devices to support effective asset management, ensure accountability, and facilitate timely maintenance and replacement.

Strategy's Expected Result/Impact: To improve accountability for district technology assets, reduce device loss, and support efficient maintenance, replacement planning, and uninterrupted access to instructional technology.

Staff Responsible for Monitoring: Technology staff, campus administrators

Formative Reviews

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January

April

Strategy 2

SRISD will repair or replace malfunctioning student and staff devices in a timely manner to minimize disruptions to teaching and learning and ensure reliable access to technology resources.

Strategy's Expected Result/Impact: To minimize instructional disruptions by ensuring malfunctioning devices are repaired or replaced promptly, allowing students and staff to maintain reliable access to technology resources for teaching, learning, and district operations.

Staff Responsible for Monitoring: Technology staff

Funding Sources: Fund 410 (EMAT), , Fund 199 (General Fund),

Formative Reviews

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January

April

Strategy 3

SRISD will implement a technology refresh cycle for aging devices to ensure students and staff have access to reliable, secure, and up-to-date technology that supports teaching, learning, and district operations.

Strategy's Expected Result/Impact: Updated devices for our students and staff

Staff Responsible for Monitoring: Technology staff

Funding Sources: Fund 199 (General Fund), , Fund 410 (EMAT),

Formative Reviews

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January

April

Goal 5

SRISD will enhance post-secondary readiness by increasing student enrollment in dual credit courses, career and technical education (CTE) programs, and industry-based certification opportunities, ensuring that all high school students have access to at least one of these pathways.

Performance Objective 1

Santa Rosa ISD will ensure that 100% of students in grades 8-12 develop, review, and annually update a Personal Graduation Plan (PGP) that aligns with the student's postsecondary goals and includes enrollment in at least one College, Career, or Military Readiness (CCMR) pathway, such as dual credit coursework, a CTE program of study, industry-based certification opportunities, or military readiness activities. The district will increase student participation in these pathways by 10% over the previous year, as measured through PGP documentation, course enrollment records, and CCMR indicators.

Evaluation Data Source: Provide students with planned coordination dates to create an academic awareness of college culture and pre requisites.

Strategy 1

Counselors, administrators, students, and parents will participate in annual Personal Graduation Plan conferences for all students in grades 8-12 to review graduation requirements, CCMR indicators, career interests, and postsecondary goals. During each conference, students will update their PGP to include at least one postsecondary readiness pathway (dual credit, CTE program of study, industry-based certification, or military readiness option).

Strategy's Expected Result/Impact: Increased graduation rate

Staff Responsible for Monitoring: High school campus administration

Funding Sources: Fund 255 Title II (Preparing, training teachers),

Formative Reviews

October

January

April

Strategy 2

SRISD supports Santa Rosa High School in collaboration with the counseling department, ROOTED, and Gear-Up, will provide students with a series of informational sessions covering topics such as higher education pathways, college admissions, financial aid, scholarships, FAFSA completion, technical college options, and military enlistment to support informed post-secondary planning.

Strategy's Expected Result/Impact: To increase student awareness on post secondary opportunities

Staff Responsible for Monitoring: Campus administration

Funding Sources: Fund 499 (RootEd), , Fund 274 Gear-up,

Formative Reviews

October

January

April

Strategy 3

In accordance with Texas Education Code SS33.007, SRISD will ensure that high school students and their parents or guardians receive annual information and guidance on college readiness, transcript procedures, financial aid, admissions, and postsecondary opportunities to support informed decision-making and successful transitions after high school.

Strategy's Expected Result/Impact: To increase student and community awareness on higher education opportunities

Staff Responsible for Monitoring: Campus staff and administration

Funding Sources: Fund 499 (RootEd),

Formative Reviews

October

January

April

Performance Objective 2

Santa Rosa ISD will ensure that 100% of students in grades 8-12 and their parents receive comprehensive information and guidance regarding dual enrollment opportunities, Advanced Placement (AP) courses, Texas Success Initiative (TSI) requirements, and Career and Technical Education (CTE) programs through counseling services, parent outreach events, academic planning meetings, and postsecondary readiness workshops. This effort will support informed course selection, successful Personal Graduation Plan (PGP) development, and increased participation in college and career readiness pathways.

Evaluation Data Source: Increase students and community awareness on educational opportunities. PEIMS DATA, FAFSA reports, College Board/TSI reports.

Strategy 1

Santa Rosa ISD and Santa Rosa High School will increase awareness and participation in dual credit, Pre-AP, and AP courses by hosting semester parent and student information sessions that explain program eligibility requirements, college credit opportunities, CCMR benefits, scholarship advantages, and available academic supports. The district will distribute bilingual informational materials and utilize the district website, social media platforms, newsletters, and campus events to communicate enrollment opportunities and promote the value of rigorous coursework for postsecondary success.

Strategy's Expected Result/Impact: To increase the number of students in these programs

Staff Responsible for Monitoring: Campus administration

Funding Sources: Fund 199 (General Fund),

Formative Reviews

October

January

April

Strategy 2

Santa Rosa ISD counselors, administrators, teachers, RootEd Alliance advisors, and GEAR UP staff will collaborate to provide individualized academic advising through annual Personal Graduation Plan (PGP) meetings. During these meetings, students and parents will review graduation requirements, college and career goals, dual credit opportunities, Pre-AP and AP course options, and CCMR pathways. Staff will identify students with the potential to succeed in advanced coursework, assist with course selection, and monitor academic progress to ensure successful participation and completion

Strategy's Expected Result/Impact: To increase the number of students taking and passing the TSIA2 assessment.

Staff Responsible for Monitoring: Campus administration, teaching staff, consultants

Funding Sources: Fund 352 21st Century (ACE), , Fund 274 Gear-up, , Fund 499 (RootEd),

Formative Reviews

October

January

April

Strategy 3

Santa Rosa ISD will expand academic support services to ensure student success in dual credit, Pre-AP, and AP courses by providing TSI preparation workshops, practice assessments, tutoring programs, mentoring opportunities, and targeted intervention services. The district will also provide professional development for teachers focused on instructional strategies that support student achievement in rigorous coursework. Enrollment, performance, and completion data will be reviewed regularly to identify barriers, monitor progress, and implement supports that increase student participation and success in advanced academic programs.

Strategy's Expected Result/Impact: To increase parent and student awareness on the importance of preparation for post secondary opportunities

Staff Responsible for Monitoring: Campus administration

Funding Sources: Fund 499 (RootEd),

Formative Reviews

October

January

April

Strategy 4

Santa Rosa ISD will utilize the Rural Pathway Excellence Partnership (R-PEP) to increase student access to Career and Technical Education (CTE) programs, and industry-based certifications. Counselors, teachers, RootEd Alliance advisors, and GEAR UP staff will promote R-PEP opportunities during Personal Graduation Plan (PGP) meetings, parent presentations, and college and career readiness events. Students will receive guidance in selecting pathways aligned with their interests and postsecondary goals, and the district will monitor participation and outcomes to increase College, Career, and Military Readiness (CCMR) achievement. R-PEP supports rural districts in expanding access to college and career pathways through regional partnerships.

Strategy's Expected Result/Impact: To increase the number of student certifications.

Staff Responsible for Monitoring: Campus Administration

Funding Sources: Fund 199 (General Fund),

Formative Reviews

October

January

April

Performance Objective 3

SRISD will increase the percentage of high school seniors meeting College and Career Readiness (CCR) criteria from 95% to 100% for the graduating Class of 2027 by implementing targeted academic interventions, expanding access to college and career pathways, and monitoring progress through CCMR indicators.

Evaluation Data Source: Increase student achievement, close achievement gap, and show student growth. PEIMS DATA, College Board/TSI reports, IBC reports

Strategy 1

SRISD administrators will regularly review the Texas Education Agency's CCMR Tracker and Verifier tools to monitor each high school student's College, Career, and Military Readiness (CCMR) status, identify gaps, and implement targeted interventions to ensure students earn their CCMR point.

Strategy's Expected Result/Impact: Increased student achieving a "point"

Staff Responsible for Monitoring: Campus administration

Funding Sources: Fund 499 (RootEd),

Formative Reviews

October

January

April

Strategy 2

Santa Rosa High School, in coordination with Santa Rosa ISD, will design and implement a comprehensive tracking system to systematically monitor student progress toward meeting the state's College, Career, and Military Readiness (CCMR) indicators, ensuring timely interventions and data-informed decision-making.

Strategy's Expected Result/Impact: Increase student achieving a "point"

Staff Responsible for Monitoring: Campus administration

Funding Sources: Fund 499 (RootEd),

Formative Reviews

October

January

April

Performance Objective 4

SRISD will implement strategies to facilitate effective transitions for students through coordination with institutions of higher education and other local partners.

Strategy 1

Elma Barrera elementary will provide parents with information for transitioning PK3/PK4 to Kinder full-day at their campus that includes a walk through of the campus to help familiarize students with facilities.

Strategy's Expected Result/Impact: Increase parental and student awareness

Staff Responsible for Monitoring: Campus administration

Funding Sources: Fund 199 (General Fund),

Formative Reviews

October

January

April

Strategy 2

Elma Barrera Elementary will coordinate with Jo Nelson Middle School administration to provide parents of fifth grade going to sixth grade with information for transitioning from the elementary campus that includes a tour of the facilities for the students.

Strategy's Expected Result/Impact: Increase parental and student awareness

Staff Responsible for Monitoring: Campus administration, Staff

Funding Sources: Fund 199 (General Fund),

Formative Reviews

October

January

April

Strategy 3

Jo Nelson Middle School will collaborate with Santa Rosa High School administration to support a smooth transition for eighth-grade students entering ninth grade. Students will participate in a campus tour and parents will be provided with information sessions to guide them through the transition process.

Strategy's Expected Result/Impact: Increase parental and student awareness

Staff Responsible for Monitoring: Campus administration, Staff

Funding Sources: Fund 199 (General Fund),

Formative Reviews

October

January

April

Strategy 4

Santa Rosa High School is committed to supporting students in their transition to post-secondary education by actively coordinating with institutions of higher education. This collaborative effort includes providing career counseling to help students identify their interests and skills, organizing parent meetings to foster family engagement, and hosting events such as FAFSA Nights College Fairs, College Trips and College Aid Nights. During these events, college representatives will be available to assist students and families with the college application and financial aid process, ensuring that all students are equipped with the resources and guidance they need for a successful future beyond high school.

Strategy's Expected Result/Impact: Increase access to post=secondary information

Staff Responsible for Monitoring: RootEd, Campus administration

Formative Reviews

October

January

April



Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

To ensure all students meet the rigorous state academic standards, the district remains committed to implementing high-quality instructional materials and effective assessment strategies. Beginning this year, the Bluebonnet Math curriculum will be adopted across all grade levels, from elementary through high school.

To support ongoing learning and ensure students are meeting expectations, weekly progress measures and assessments will be implemented to regularly check for understanding. Campus administrative teams will pay particular attention to specific student populations, including students receiving special education services (SPED), migrant students, and Emergent Bilinguals. These groups will be closely monitored to ensure accommodations are in place and effectively supporting student growth.

The district will continue to administer two benchmark assessments each year—one in the fall and one in the spring. Results from these assessments will be presented at every school board meeting to maintain transparency and keep all stakeholders informed of student progress.

1.2 Identifying students who may be at risk for academic failure;

SRISD will identify and address any discrepancies that result in low-income students and minority students being taught at higher rate than other students by ineffective, inexperienced, or out-of-field teachers. The district will be identifying students at risk for academic failure using data analysis, observation, and proactive communication. SRISD will track attendance patterns, observe classroom behavior, assess participation in class discussions, group work, and extracurricular activities, encourage teachers to refer students they believe may be struggling, and facilitate regular communication with parents and guardians to gather insights about the student's home environment and any external factors that may contribute to academic performance.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

SRISD can effectively support individual students in meeting challenging state academic standards, ensuring that all students have the opportunity to thrive academically. SRISD can provide targeted support to schools that need it most, helping to close achievement gaps, improve student performance, and ensure all students have access to high-quality education. SRISD will engage stakeholders, offer tailored assistance, and continuously monitor progress as essential components of successful School Support and Improvement activities.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

The poverty criteria that will be used to select school attendance areas are under Section 1113.

Descriptor 2: Teacher Quality

All teachers are supported year long in instructional coaching which includes: Classroom observation and feedback to to evaluate the effectiveness of teaching strategies and approaches, to help identify areas for improvement that can enhance student engagement and understanding and to support teachers in their growth and development through constructive feedback. This will provide constructive feedback so school leaders can foster a culture of continuous improvement that ultimately benefits both teachers and students.

Professional Development, targeted trainings and Campus led trainings during the Friday Professional Development Days provide ongoing professional development for teachers, particularly those working in high-need schools or with high populations of low-income and minority students, to enhance their effectiveness.

Descriptor 3: School Improvement and Support Activities

The district will Provide guidance and technical assistance to campuses identified for school improvement in meeting legal requirements. This guidance includes drafting and sending parental notification, budgeting of resource to ensure the professional development is adequately supported, hiring of external technical assistance provider, administration, and monitoring of local corrective actions.

Draft and send clear and informative notifications to parents about the school's identification status, including their rights and options for engagement, allocate necessary financial resources to ensure professional development initiatives are adequately funded, focusing on enhancing teaching quality and instructional practices, and hire qualified external technical assistance providers to offer specialized support and expertise in areas identified for improvement. Administration will oversee the execution of the improvement plans, ensuring that all strategies and interventions are implemented effectively and establish a monitoring framework to track local corrective actions, assessing their effectiveness and making adjustments as needed based on ongoing evaluation.

Descriptor 4: Measure of Poverty

The district uses the National School Lunch Program data as it's selected poverty measure along with the District's income survey document. Therefore, the district uses students coded 01,02, and 99 to determine its low-income percentage and maintains documentation locally.

Descriptor 5: Nature of Programs

At our Schoolwide programs, a comprehensive needs assessment is done annual utilizing data from the focus area. Data is analyzed to determine the strength, weakness, problem statement and root cause. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategists tide to expenditures are annually evaluated, revised, updated. Title I strategies and services provide intervention programs, small group tutoring supplemental.

Descriptor 6: Services to Homeless Children and Youth

SRISD supports our homeless children and youth through providing free and reduced lunch, school uniform vouchers, school supplies, testing fee waivers for college entry assessments, transportation support through local bus passes and gas card, coordination with local community resources for any outside needs, assistance with Medicaid application if needed, resources for food and housing in the community.

Descriptor 7: Parent and Family Engagement Strategy

SRISD will send a parent survey to families at the Title I campuses and integrate the results into the Comprehensive Needs Assessment for the district. SRISD distributes a parent family involvement policy and school parent compact through the District Improvement Plan. The District in partner with ACE will host events to promote community involvement and family engagement.

Descriptor 8: Early Childhood Education Programs and Transition Plans

To effectively support, coordinate, and integrate Title I, Part A services with early childhood education programs, the LEA will develop a plan that includes: consultation with stakeholders, and other early childhood programs, and strategies for smooth transitions to local elementary schools.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

In schools with Targeted Assistance programs under Section 1115, teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, will identify eligible children most in need of services using objective, educationally related criteria, including multiple measures.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

SRISD will facilitate effective transitions for students, the LEA will implement strategies including coordination with higher education institutions, employers, and local partners, along with increased student access to early college opportunities, dual/concurrent enrollment, and career counseling. Expand access to early college programs that allow students to earn college credits while still in high school, reducing the time and cost of post-secondary education and promote dual and concurrent enrollment options that enable students to take college-level courses for credit, enhancing their academic skills and preparedness for higher education. To provide career counseling services that help students explore various career pathways, set goals, and develop plans for their future education and employment.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

SRISD will increase access to early college high schools, dual/concurrent enrollment, and career counseling to significantly benefit students' by providing them with a head start on college, reducing the time and cost of post-secondary education, exploring career paths, and improving their chances of post-secondary success by enhancing their academic skills and

Descriptor 11: Discipline Disproportionality

To reduce the overuse of discipline practices that remove students from the classroom, the LEA will identify schools with high discipline rates, support them with resources and strategies, and focus on prevention and positive interventions, including restorative practices and addressing root causes.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

SRISD will enhance academic and career and technical education (CTE) programs that are designed to prepare students for in-demand occupations or industries.

This will ensure that both academic subjects and CTE programs are aligned with state educational standards and in-demand occupations and career paths.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Work-based learning (WBL) offers students structured opportunities to interact with industry professionals and gain real-world experience, often through internships, apprenticeships, industry partnerships, or co-ops, which can also lead to academic credit. By providing these work-based learning opportunities, educational institutions can help students build essential skills, develop professional connections, and to ensure their readiness for careers after graduation.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

SRISD will effectively assist schools in identifying and serving gifted and talented students, educators should utilize a multifaceted approach, including multiple assessments, teacher training in diverse learning styles, and community involvement, while also ensuring equitable access to gifted programs.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

SRISD will help schools develop effective library programs that enhance digital literacy and academic achievement, focused on

providing students with access to a well-resourced library, trained librarian(s), and opportunities for digital skills development and research.



Santa Rosa ISD - Cross Walk

Title I, Part

2026-2027	District Improvement Plan (DIP)
1. Student Progress Monitoring and Support	Goal 1 All Performance Objectives, Pg. 35-46
2. Teacher Quality	Goal 3, Performance Obj. 1 Strategy 2. Pg. 56
3. School Improvement and Support Activities	Goal 1, All Performance Obj. Pg. 35-46
4. Measure of Poverty	Methodology to calculate low-income percentage is the children eligible for free and/or reduced-price lunches under the National School Lunch Act and Medical assistance under Medicaid Program.
5. Nature of Program	NO – Local institutions of Neglect or Facilities of Delinquent Students – We do not have this
6. Services to Homeless Children and Youth	Goal 2, Perf. Obj. 5 Strategy 5 Pg. 55
7. Parent and Family Engagement Strategies	Goal 2, Perf. Obj. 5 Strategy 5 Pg. 53-55
8. Early Childhood Education Programs and Transition Plans	Goal 1, Perf. Obj. 1 Strategy 5/6 Pg. 36-37 Goal 5, Perf. Obj. 4 Strategy 2 Pg. 68
9. Identification of Eligible Children	USDA income forms for identification for income verification. USDA TXELMS report is received quarterly to update economically disadvantaged student list. The homeless questionnaire is utilized to identify homeless students.
10. Middle to High School/High School to Postsecondary Transitions	Goal 5 Perf. Obj. 4, Strategy 3 Pg. 69
11. Discipline Disproportionality	Goal 2 Perf. Obj. 2 Strategy 1-5 Pg. 48-50 -Need rate of Discipline disaggregated by each subgroup
12. Coordination of Integration	Career and Technology Education Goal 5 Perf. Objectives 1-3 Pg. 64-68
13. Other Proposed Uses of Funds	Safety & Technology - Goal 4, Performance Obj. 1 &2 Pg. 60-63

Upon accepting Title I, Part A funds, the LEA accepts and assures compliance with the ESSA Program-Specific Provisions and Assurances. Within the Provisions and Assurances, an LEA will find the requirements below related to the Title I, Part A Program Plan.

Santa Rosa ISD will embed the requirements of the LEA Program Plan in the District Improvement Plan.

If your LEA is embedding the LEA Program Plan in the District Improvement Plan, use this document to appropriately identify each required element within your DIP to assure each descriptor of the LEA has been addressed as appropriate.

LEA Santa Rosa ISD **School Year** 2025-2026

Title I, Part A LEA Program Plan can be found in the DIP as an Addendum.

LEA Program Plan Requirements:	DIP Page #	Notes
The LEA Program plan is developed with timely and meaningful consultation to include [Section 1112(a)(1) (A)]-		
☒ Teachers, ☒ Principals, ☒ Other school leaders, ☒ Paraprofessionals, ☒ Specialized instructional support personnel, ☐ Charter school leaders (in an LEA that has in-district charter school) ☒ Administrators (including who manage the Title I, Part C and Title I, Part D programs), ☒ Other appropriate school personnel, and ☒ Parents of children served under Title I, Part A	Pages 59-61	
Is Coordinated with other ESEA Programs [Section 1112(a)(1)(B)]-		
☒ Individual with Disabilities Education Act (IDEA), ☒ Rehabilitation Act of 1973, ☒ Carl Perkins Career and Technical Education Act of 2006, ☒ Workforce Innovation and Opportunity Act, ☒ Head Start Act, ☒ McKinney-Vento Homeless Assistance Act, ☒ Adult Education and Family Literacy Act, and ☐ Other Acts as appropriate	Pages 22-24 45-49 45-49 N/A 38	
Is planned so that schools served with Title I, Part A funds substantially help children served under Title I, Part A to meet the challenging State academic standards [Section 1112(a)(3)(B)]		
Is periodically reviewed and revised as necessary [Section 1112(a)(5)]		
The DPC will review the Title I, Part A LEA Program Plan through out the year.		

Santa Rosa ISD ensures the Title I Part A LEA Program Plan has the Following:

Santa Rosa ISD will make certain all required provisions are addressed to ensure that children receive a high-quality education and close the gap between children meeting the challenging State academic standards and those children who are not meeting such standards by specifically addressing the Thirteen Statutory Required Descriptions.

1. Student Progress Monitoring and Supports: Santa Rosa ISD will monitor students' progress in meeting the challenging State academic standards [Section 1112(b)(1)] through **Goal 1, Performance Objectives 1–6**, and the implementation of targeted strategies under each objective. The district is committed to developing and implementing a well-rounded instructional program that addresses the academic needs of all students. Within **Goal 1, Performance Objectives 2, 3, and 5** specifically address the needs of our Special Education (SPED), Emergent Bilingual, and Gifted and Talented (GT) student populations. These objectives outline strategies aimed at increasing educational opportunities and ensuring equitable access to high-quality instruction for these groups. Through the implementation of these strategies, Santa Rosa ISD aims to improve overall school conditions for student learning, fostering an inclusive and supportive educational environment.
2. Teacher Quality: Santa Rosa ISD is committed to ensuring that low-income and minority students are not disproportionately taught by ineffective, inexperienced, or out-of-field teachers. This commitment is addressed through **Goal 3, Performance Objective 1**, which outlines strategies focused on recruiting and retaining highly qualified educators. To attract and support effective teachers in our Title I rural school district, Santa Rosa ISD offers a competitive compensation plan, including participation in the Teacher Incentive Allotment (TIA). In addition, the district provides a wide range of professional development opportunities to support continuous growth and instructional excellence.
3. School Improvement and Support Activities: Santa Rosa ISD will fulfill its responsibilities for School Improvement activities as outlined in the **District Improvement Plan** through the implementation of **Goal 1, Performance Objectives 1–5**, along with the corresponding strategies for each objective. These objectives focus on enhancing student academic achievement and overall school performance. Additionally, **Goal 2, Performance Objective 5**, and **Strategies 1–5** emphasize the importance of parent and community engagement in supporting campus-level improvement efforts. Through these initiatives, the district seeks to strengthen partnerships with families and the broader community to foster a collaborative and supportive environment for student success.
4. Measure of Poverty: The Methodology the district uses to calculate low-income percentage is the children eligible for free and/or reduced-price lunches under the National School Lunch Act. The district also uses the children eligible to receive medical assistance under the Medicaid program.
5. Nature of the Programs: Not Applicable- District does not have local Institutes of Neglect or delinquent children.
6. Services for Homeless Children: Santa Rosa ISD, through **Title I, Part A**, in coordination with services provided under the McKinney-Vento Homeless Assistance Act. These efforts are addressed in the District Improvement Plan, under **Goal 2, Performance Objective 5, Strategy 5**, which outlines the district's commitment to removing barriers and providing equitable educational opportunities for all McKinney-Vento students.
7. Parent and Family Engagement Strategy: Santa Rosa ISD is committed to fostering strong partnerships between schools, families, and the community. These strategies are outlined in the District Improvement Plan under **Goal 2, Performance Objective 5, Strategies 1–5**, and are

focused on increasing meaningful family involvement to support student achievement and overall school success.

8. Early Childhood Education Programs and Transition Plans: Santa Rosa ISD will support, coordinate, and integrate services provided under **Title I, Part A** with early childhood education programs to ensure a strong foundation for school readiness and academic success. As outlined in the District Improvement Plan, **Goal 5, Performance Objective 4, Strategy 1**, the district will collaborate with Elma Barrera Elementary to register children ages 3 to 5 and support smooth transitions from PK3 to Pre-Kindergarten, and from Pre-Kindergarten to Kindergarten. These coordinated efforts aim to promote early learning continuity and school readiness for all young learners.
9. Identification of Eligible Children – Targeted Assistance Program: Not Applicable.
10. Middle to High School/High School to Postsecondary Transitions: Santa Rosa ISD is committed to facilitating smooth and effective transitions for students from Jo Nelson Middle School to Santa Rosa High School, and from Santa Rosa High School to postsecondary opportunities. The District Improvement Plan includes targeted strategies to support these critical transition periods. As outlined in **Goal 5, Performance Objectives 1 through 4**, the district focuses on: Collaboration with institutions of higher education, employers, and local partners, expanding student access to Santa Rosa High School dual credit courses, industry-based certifications, and providing career counseling to help students explore interests and develop skills aligned with their future goals. These strategies are designed to ensure students are prepared for success in high school, college, careers, and beyond.
11. Discipline Disproportionality: Santa Rosa ISD is committed to reducing the overuse of discipline practices that remove students from the classroom, recognizing the impact such practices have on student achievement and school climate. As outlined in the **District Improvement Plan, Goal 2, Performance Objective 2, Strategy 5**, the district will implement strategies to address discipline concerns, including: **providing campuses with disaggregated discipline data** by student subgroups and promoting alternative discipline practices that keep students engaged in learning.
12. Coordination and Integration: Santa Rosa ISD supports programs that coordinate and integrate academic instruction with **Career and Technical Education (CTE)** content through aligned instructional strategies. These efforts aim to provide students with meaningful learning opportunities that promote the development of skills aligned with in-demand occupations and industries in the state. As outlined in the District Improvement Plan, **Goal 5, Performance Objective 4, Strategy 5**, Santa Rosa ISD participates in a **joint CTE collaborative** with La Sara ISD, Lyford ISD, La Villa ISD, and Monte Alto ISD. Through this partnership, each district offers a specialized **CTE program of study**, and students from all participating districts have access to these programs, expanding career pathways and educational opportunities for all.
13. Other Proposed Uses of Funds: Santa Rosa will assist schools in identifying and serving gifted and talented students for our district. In Goal 1, Performance Objective 5, Strategies 1- 2, focus on how to better serve our GT students.

Parent Right-To-Know

Parent Right-To-Know	DIP page #	Notes
Provide services to eligible children attending any school receiving Title I, Part A funding of the Parents' Right-To-Know [Section 1112(e)(1)]		
Continue to have the Annual Title I Part A, Parent Meeting per campus Section 1112 (e) covers the Parents Right to Know, which includes the following required notifications to parents: (1) INFORMATION FOR PARENTS.— (A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: (i) Whether the student's teacher— (I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; (II) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and (III) is teaching in the field of discipline of the certification of the teacher. (ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications. (B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student— (i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and (ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.		Title I, Part A Parent Presentation
Notifying the parents of each student attending any school receiving Title I, Part A Funds of Testing Transparency [Section 1112(e)(2)]		
(2) TESTING TRANSPARENCY.— (A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the		Provide parents with clear and easily accessible manner on our school website

parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, February 2018 which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable. (B) ADDITIONAL INFORMATION.—Subject to subparagraph(C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency’s website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including— (i) the subject matter assessed; (ii) the purpose for which the assessment is designed and used; (iii) the source of the requirement for the assessment; and (iv) where such information is available— (I) the amount of time students will spend taking the assessment, and the schedule for the assessment; and (II) the time and format for disseminating results.		
Implement an effective means of outreach to parents of English Learners [Section 1112(e)(3)(C)]		
Continue to have the Annual Title I Part A, Parent Meeting per campus in both English and Spanish to ensure effective means of outreach to parents. Regular meetings: Districts must hold regular meetings with EL parents, more than once a year. These meetings must be at the LEA level, and include all EL parents in the LEA, not just those at Title I schools. Outreach: Districts must implement an effective means of outreach to EL parents.		Title I, Part A Parent Presentation will be presented in a language parents will understand. The Bilingual/ESL Department will host Title III Engagement "TEA Watch Parties" for parents, families and community.