Rockwall Independent School District

Accountability Rating: A

2026-2027 District Improvement Plan

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Mission Statement

Call To Action

Rockwall ISD empowers learners to embody independence, value relationships, and achieve excellence as thriving members of a dynamic global society.

Table of Contents

Comprehensive Needs Assessment 4

- Needs Assessment Overview 5
- Demographics 6
- Student Achievement 8
- District Culture and Climate 10
- Staff Quality, Recruitment, and Retention 13
- Curriculum, Instruction, and Assessment 16
- Family and Community Engagement 18
- Technology 19

Data Documentation for CNA 21

- Improvement Planning Data 22
- Accountability Data 22
- Student Data: Assessments 22
- Student Data: Student Groups 24
- Student Data: Behavior and Other Indicators 24
- Employee Data 25
- Parent/Community Data 25
- Support Systems and Other Data 25

Goals 27

- Goal 1 : Rockwall ISD will ensure consistent instructional processes to achieve and ... 28
- Goal 2 : Rockwall ISD will ensure a safe and civil environment that is responsive to ... 47
- Goal 3 : Rockwall ISD will ensure compliance with the local wellness policy through... 53

Assurances 57

Funding Summary 59

- 211 - Title I Funds 60
- 255 - Title II Funds 60
- 263 - Title III Funds 60
- 289 - Title IV 61

Policies, Procedures, and Requirements 62

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

2025-2026 RISD District Improvement Plan

2025-2026 RISD Campus Improvement Plans

2025-2026 STAAR Data

2025-2026 Accountability Report

2025-2026 Common Assessment Data

Demographics

Summary

Rockwall ISD is comprised of over 19,125 students beginning the 2026-2027 school year. Per the 2025 Texas Academic Performance report, our student population is made up of 51.2% White, 25.6% Hispanic, 13.0% African American, 5.3% TMR, and 4.2% Asian students. The district employs 2,297 employees.

Students Information	Percent
Economically Disadvantaged	26.6%
Non-Educationally Disadvantaged	73.4%
English Language Learners	10.9%
Students with Disciplinary Placements	1.5%
At-Risk Students	29.4%

Student by Program	Percent
Bilingual/ESL Education	10.6%
Career and Technical Education	71.8%
Gifted and Talented Education	8.1%
Special Education	17.0%

Professional Staff	Percent
Teachers	52.0%
Professional Support	11.6%
Campus Administration	3.1%
Central Administration	2.1%
Educational Aides	9.7%
Auxiliary Staff	21.5%

Staff Information	District	State
Average Years of Experience of Teachers	11.5	11.2
Average Years of Experience of Teachers in District	5.7	7.0

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Ensure student and staff data privacy.	The state has not provided adequate law to require vendors to comply with data privacy requirements.
2	Maintain a high level of cybersecurity measures.	The district does not have dedicated staff to monitor cybersecurity threats.

★ = Priority

Student Achievement

Summary

STATE SCORE SUMMARIES:

Below is a summary of the RISD STAAR scores for Approaches and Masters Grade Level for the last six years.

STAAR 3 - 8	2021	2022	2023	2024	2025	2026
Reading Approaches	79%	88%	89%	87%	87%	87%
Reading Masters	29%	44%	39%	39%	40%	41%
Writing Approaches	73%	NA	NA	NA	NA	NA
Writing Masters	13%	NA	NA	NA	NA	NA
Science Approaches	79%	84%	83%	78%	81%	84%
Science Masters	28%	34%	29%	22%	24%	38%
Social Studies Approaches	78%	80%	79%	79%	70%	75%
Social Studies Masters	30%	34%	29%	28%	24%	25%
Math Approaches	79%	83%	86%	83%	80%	80%
Math Masters	27%	30%	32%	27%	27%	29%

EOC	2021	2022	2023	2024	2025	2026
Algebra I Approaches	90%	94%	94%	93%	92%	92%
Algebra I Masters	40%	54%	50%	49%	52%	45%
Biology Approaches	96%	96%	98%	97%	97%	98%
Biology Masters	40%	41%	46%	40%	38%	58%
English I Approaches	82%	88%	89%	85%	86%	86%
English I Masters	18%	21%	27%	27%	27%	23%
English II Approaches	87%	90%	92%	89%	86%	88%
English II Masters	16%	14%	16%	15%	17%	15%

US History Approaches	96%	98%	99%	99%	96%	97%
US History Masters	58%	63%	55%	52%	51%	50%

NATIONAL SCORE SUMMARIES:

The average ACT score of a RISD student in 2026 is 24.8. The district average SAT score in 2026 was 1033, with an average score of 527 in Evidence-Based Reading and Writing (ERW) and 507 in Math.

Advanced Placement (AP) Summary:

Rockwall ISD administered 3,397 AP exams to 1,888 students in 2026. Amongst those AP exams, 78% of RISD students made a 3 or higher (passing standard) that year.

International Baccalaureate (IB) Summary:

RISD's International Baccalaureate Diploma Program (IBDP) had 323 students enrolled in IB coursework for the 2025-2026 school year and saw 70% of IB Diploma candidates in the Class of 2026 graduating class earning their IB Diploma.

Dual Enrollment/Dual Credit:

RISD continues to have large numbers of students enrolled in a dual credit course through the University of Texas OnRamps Program. For the 2025-2026 school year, 543 students were enrolled in OnRamps courses, including PreCalculus, Statistics, College Algebra, and Geoscience, with 94% of the students earning credit from the University of Texas. In addition, dual credit enrollment by RISD students has continued to grow due to the continued course offerings at the Gene Burton College and Career Center (GBCCA) within the school district's boundaries. For the 2025-2026 school year, 770 students were enrolled in dual credit courses at the Gene Burton College and Career Academy (GBCCA).

Strengths

STAAR: The percentage of students achieving Meets & Masters performance on STAAR across the board for Rockwall ISD for all tests continues to grow. While RISD has always done well at ensuring our students 'pass' the test (approaches grade level), we are most excited about the percentage of students that are reaching higher performance district wide.

Advanced Academics: Secondary students in RISD have four pathways for Advanced Academics with our Advanced Placement, International Baccalaureate, UT OnRamps, and Collin College dual credit courses. RISD continues to seek ways to improve access for students to post-secondary readiness options.

Fine Arts: Rockwall ISD students are very competitive in Fine Arts activities as evidenced by the number of groups advancing to the highest competitive levels and the number of students achieving state or national recognition for their work. In the Spring of 2025, Rockwall ISD was identified as a, "Best Communities for Music Education" by the NAMM foundation for the eighth year in a row. Rockwall ISD was also recognized as a District of Distinction by the Texas Art Education Association for the third year in a row.

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District Culture and Climate

Summary

The Rockwall ISD Call to Action, as designed by our Strategic Planning Committee in 2018, is to empower learners to embody independence, value relationships, and achieve excellence as thriving members of a dynamic global community.

What We Believe:

- We believe that collaborative relationships create a culture where learners thrive.
- We believe that an effective learning environment is collaborative, safe, challenging, and responsive to the needs of all students.
- We believe that learning is a partnership that engages all members of our community to empower empathetic and responsible citizens for success beyond themselves.
- We believe that all learners deserve to be challenged in preparation for lifelong learning and future success.

Our Learner Outcomes:

- All students will be college and/or career ready.
- All students will demonstrate resilience to navigate adversity and educational challenges.
- All students will think critically to problem-solve independently.
- All students will possess strong ethical, emotional, and social intelligence.
- All students will apply creativity and innovation in a variety of learning opportunities.
- All students will create and engage in a personalized learning plan.
- All students will demonstrate the use of soft skills to effectively collaborate and communicate.
- All students will utilize a variety of media resources to demonstrate mastery of the curriculum.
- All students will experience the fulfillment of community service.

Our Learner Profile:

- Empathetic
- Resilient
- Contributor
- Engaged
- Collaborative
- Problem Solver
- Responsible
- Communicator
- Creative

Our Goals:

1. We will provide authentic and innovative learning experiences for every learner.
2. We will ensure a safe and civil environment that is responsive to the needs of our community.
3. We will ensure continued fiscal efficiency and partner with the community and stakeholders to address accelerating growth.
4. We will partner with our community to enhance the learner experience.
5. We will attract, recruit, develop, and retain high-quality professional staff.

Our Core Values:

Relationships. Innovation. Excellence.

Needs

The greatest challenge to RISD is avoiding the belief that there is no need to continue improving. An additional challenge is

continuing to place students in places of rigot to achieve their highest potential .

Problem Statements Identifying District Culture and Climate Needs

	Problem Statement	Root Cause
1	Provide adequate support to all staff to fully and safely use technology resources.	There needs to be an increase in instructional technology and field technician positions to meet the growth of the district.
2	Maintain a high level of cybersecurity measures.	The district does not have dedicated staff to monitor cybersecurity threats.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

All Rockwall ISD teachers and instructional assistants meet the highly qualified standard set forth by the Every Student Succeeds Act. This includes all instructional assistants at all campuses. This distinction is one that the District has claimed for the past eight consecutive years.

Recruitment of certified, highly qualified, and effective personnel is an on-going process rather than a singular or time-phased event. From District participation and representation at College Career fairs and District job fairs, our efforts are continuous to identify and attract the highest quality individuals within the job market. Coupled with our own District job fair which annually attracts 500+ candidates, to participating in the Region 10 Teacher Job Network and other North Central Texas Association of School Personnel Administrators functions, we are continually seeking better ways to create awareness about our destination district for educator prospects. With the emergence of new opportunities through social media, i.e., Twitter, FaceBook, etc., our Human Resources Department is becoming an industry leader in recruiting and retaining the highest qualified staff available.

The retention rate of professional staff within our District is far greater than the State average. Although our progressive community boasts of many features that are particularly attractive to professional families, it is perhaps our commitment to support the success of our new teachers and staff through programs such as B.E.S.T. that secure their commitment to stay once they receive gainful employment. The B.E.S.T. program stands for Beginning Educators and Successful Teachers. This program provides special training and mentorship to those teachers new to the profession and our district. This program extends from the district level to the campus for additional support. Each new teacher is assigned a trained campus mentor to provide this ongoing support. Teachers are also supported by their collaborative teams in their first year and beyond.

Professional learning is designed in response to student performance data and staff surveys of needs and interests. We utilize professional learning days in two ways, campus-led and district-led. Campus leadership teams design their own professional learning for the campus-led days to meet the unique needs of their campus teachers and students. District content coordinators and other instructional specialists design the district-led days. Professional learning days are utilized for collaboration on curriculum, instruction, and/or analyzing data and student work to make better informed instructional decisions.

In order to ensure that professional learning is job-embedded and continuous, support staff have been trained in Instructional Coaching. There are Instructional Coaches on each elementary campus, one math Instructional Coach at the middle school level, and Departmental Coaches at each high school. The Instructional Technology Specialists, Library Media Specialists, English as Second Language Specialists, and Gifted & Talented Specialists, serving on all campuses, are also equipped to assist teachers through coaching by supporting instruction. Each campus also has a Professional Learning Community framework in which teachers collaborate and make instructional decisions.

Strengths

Consistently, RISD teachers meet the standard set forth by “Every Student Succeeds Act” and instructional paraprofessionals are highly qualified.

Our recruitment process out-performs the typical. Our District job fair is one of the most attended in the Region and our use of social media continues to attract the most qualified staff in the area. This yields another strength: retention rates of our staff. From our BEST program which supports beginning educators to our continuous support of the professional in the classroom, RISD professional staff is the strength of our district.

RISD utilizes Instructional Coaches at the elementary level. These Instructional Coaches provide assistance to teachers in implementing the curriculum, instructional strategies, and technology.

RISD regularly participates in a Compensation Study conducted by the Texas Association of School Boards to

review our compensation plan to objectively examine pay for employees to assess competitiveness of District pay compared to market standards.

RISD offers a comprehensive benefits package that includes one of the highest paid health contributions within our peer Districts.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	Provide adequate support to all staff to fully and safely use technology resources.	There needs to be an increase in instructional technology and field technician positions to meet the growth of the district.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Our curriculum and instruction department continues to provide a guaranteed and viable curriculum for students to have equal access to curriculum in every classroom on every campus. Teachers have access to Unit Overviews, Pacing Guides, Year at a Glance documents, and Campus Common Assessments (CCAs) that are collaboratively written with teacher curriculum design teams and the content curriculum coordinator. Our curriculum design teams have developed a curriculum for the core content areas that is written by teachers from each campus in the district. The curriculum design team and the curriculum coordinator also create Campus Common Assessments (CCAs) that can be given at the end of each unit. The data from the CCAs is used by the PLC to guide instruction for the next unit and create a common focus on essential standards. Additionally, the campuses and district utilize NWEA MAP Growth assessment data to support targeted student instruction in grades 3-10.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Regularly update all technology equipment used to support Rockwall ISD.	Equipment refresh schedules are dependent on bond funding.
2	Provide adequate support to all staff to fully and safely use technology resources.	There needs to be an increase in instructional technology and field technician positions to meet the growth of the district.

★ = Priority

Family and Community Engagement

Summary

Families choose Rockwall County for its exceptional community amenities, with the school district being a standout feature. Rockwall ISD prides itself on academic excellence and values the active involvement of parents. We believe that our schools thrive when we partner with parents. By joining campus and district-level committees, parents can directly influence important decisions. Here are some of the ways parents can engage and collaborate with Rockwall ISD :

- District Education Improvement Committee
- School Health Advisory
- PTA/PTO Meetings
- RISD Parent Leadership Academy
- Silver Hawks and Jackets Club
- District Education Foundation
- Campus Improvement Committees

Parents are encouraged to report any concerns to campus and district leaders. Community members can also submit issues via the Anonymous Tip Line available on the district website. Additionally, the district offers a “Contact Us” form for online inquiries on both the district and campus websites. The district has a Parent Center where families can access computers, participate in Adult English as a Second Language classes, and assess students' language skills. To ensure effective communication, the district provides information in both English and Spanish.

Title I and local funds are used to plan meaningful events for families to help parents feel comfortable with supporting their child’s education. RISD offers a variety of resources to support student success, both academically and in terms of overall well-being.

Rockwall is one of the fastest-growing cities in Texas and has experienced 19% job growth over the last five years and is projected to grow another 17% in the next five. The local unemployment rate sat at 4.0%, compared to a national average of 3.8% (Bureau of Labor & Statistics). Large companies in Rockwall include Special Products, a metal manufacturing company, Bimbo Bakeries, which manufactures bread and pastries, and L3Harris, an aerospace and defense contractor. Rockwall is also home to Texas Health Hospital Rockwall, which employs over 600 people. (Money Magazine, Sept. 2020)

Technology

Summary

Rockwall ISD's technology support is based on the goals as set out in the Rockwall ISD Strategic Plan. The technology equipment and resources provided for the learning process includes equal access to devices for access to RISD's rich curricular resources, classroom AV equipment that promotes interactive and innovating experiences, software resources designed to meet the individual learning needs of students, age appropriate learning management systems that provide a platform for learning, and a checkout system of equipment for students in need of home access for homework. Safety is a high priority for the Rockwall ISD Technology Department. Resources that are available to staff and students are COPPA and CIPA compliant. Student and staff data are protected by various measures to ensure privacy. Staff are supported by the Instructional Technology team through a "just-in-time" model of training as well as formal training throughout the year. All purchases made by the Technology Department are thoroughly vetted using RISD's purchasing guidelines to ensure the best quality for the best price. The Rockwall ISD Technology Department is dedicated to supporting the core values of relationships, innovation, and excellence in all technology resources and systems.

Strengths

Rockwall ISD's Technology Department is structured with a "student first" mentality. All purchasing and personnel decisions are made based on the needs of students, teachers, staff, parents, and community. The Technology Department includes both a distributed and centralized model of support. Campuses have assigned field technicians and instructional technology specialists that provide on site support for training, repairs, and troubleshooting. Network services are centralized to provide an overall consistency of connections and support across the district. Student Information Systems is also centralized, but provides direct campus support through training, phone calls, and remote sessions. Campus and district standards for distribution and refresh of equipment ensure equal access. The four Technology Department teams (Operations, Instructional Technology, Student Information Systems, and Infrastructure) work closely together to ensure seamless support.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Regularly update all technology equipment used to support Rockwall ISD.	Equipment refresh schedules are dependent on bond funding.
2	Provide adequate support to all staff to fully and safely use technology resources.	There needs to be an increase in instructional technology and field technician positions to meet the growth of the district.
3	Ensure student and staff data privacy.	The state has not provided adequate law to require vendors to comply with data privacy requirements.
4	Maintain a high level of cybersecurity measures.	The district does not have dedicated staff to monitor cybersecurity threats.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Alternative Education Accountability (AEA) data**
- [x] **Local Accountability Systems (LAS) data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **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**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)**
- [x] **Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)**
- [x] **Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)**
- [x] **Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

- [x] **Other**

  Naglieri: General ability tests in verbal, nonverbal, quantitative for kindergarten, 2nd and 4th grade

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **STEM and/or STEAM data**
- [x] **Pregnancy and related services data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**

- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

☑ **Action research results**

Goals

Goal 1 Rockwall ISD will ensure consistent instructional processes to achieve and maintain high performance for all learners.

Performance Objective 1

Ensure a quality PK-12 Guaranteed and Viable Curriculum that is aligned to what is written in the TEKS and assesses mastery of the TEKS to ensure optimal student performance.

Evaluation Data Source: Improved student achievement across all grade levels and campuses.

Strategy 1

Facilitate curriculum, instruction, and assessment discussions with campus principals and the C&I team monthly.

Strategy's Expected Result/Impact: Strategic systems created to monitor the effectiveness of the district provided curriculum.

Staff Responsible for Monitoring: Curriculum & Instruction team

Formative Reviews

December	February	April	June

Strategy 2

Provide assessments and interventions for each content/grade level that directly address the individual needs of students.

Strategy's Expected Result/Impact: Better alignment between teachers of similar grade level/course in regard to student achievement data.

Staff Responsible for Monitoring: Curriculum & Instruction team, Special Programs team

Formative Reviews

December	February	April	June

Strategy 3

Collaborate with teachers in Curriculum Design Teams to review and revise sequence of units and update Year-at-a-Glance and Pacing Guide as needed.

Strategy's Expected Result/Impact: Year-at-a-Glance and Pacing Guides provided in Forethought to help guide teachers.

Staff Responsible for Monitoring: Curriculum Coordinators

Formative Reviews

December	February	April	June

Strategy 4

Provide professional learning and coaching opportunities which increase collaboration and participation of special education and general education teachers, promote educator and campus administrator effectiveness, enhance knowledge of curriculum, and model student centered, best practices in teaching and learning.

Strategy's Expected Result/Impact: Improved Tier 1 instruction, increased teacher retention

Staff Responsible for Monitoring: Deputy Superintendent; Sr. Executive Director of Elementary & Secondary Schools; Executive Director of Assessment, Accountability, & Professional Learning; Elementary and Secondary Coordinators, Federal Programs Coordinator, Special Programs team

Funding Sources: 255 - Title II Funds, $465,039

Formative Reviews

December	February	April	June

Strategy 5

Host Title I Parent Meeting to involve parents in the decision-making process by reviewing the campus needs assessment, campus improvement plans, home-school compacts, and parent involvement policies. Host our annual end of year Title I Parent Luncheon that provides parents and opportunity to review parent family engagment fund use and provide feedback.

Strategy's Expected Result/Impact: Improved performance on STAAR at Title I schools while increasing parent family engagement.

Staff Responsible for Monitoring: Federal Programs Coordinator

Funding Sources: 211 - Title I Funds, $17,059

Formative Reviews

December	February	April	June

Strategy 6

Continue to support implementation and delivery of a Comprehensive Literacy Framework to emphasize reading workshop, writing workshop, word study, and small group reading instruction.

Strategy's Expected Result/Impact: Increased performance in literacy at the elementary level.

Staff Responsible for Monitoring: Elementary ELAR Coordinator

Formative Reviews

December	February	April	June

Strategy 7

Continue professional learning and support for K-12 grade teachers in the implementation of reading and writing workshop to increase student literacy performance.

Strategy's Expected Result/Impact: Professional learning agendas and plans

Staff Responsible for Monitoring: Elementary and Secondary ELAR Coordinator

Formative Reviews

December	February	April	June

Strategy 8

Support teachers in the implementation of universal screeners for PK-8 students and use of data to provide interventions for students scoring below grade level.

Strategy's Expected Result/Impact: Increase in universal screener data results and EOY scores

Staff Responsible for Monitoring: Elementary & Secondary Math Coordinator, Elementary & Secondary ELAR Coordinator, Campus Test Coordinators, Instructional Coaches, Special Programs

Formative Reviews

December	February	April	June

Strategy 9

Rockwall ISD will coordinate, consult, and provide equitable services for Private Non-Profit schools with federal funds.

Strategy's Expected Result/Impact: Expenditure Reports, PNP Affirmations, and equitable services worksheet

Staff Responsible for Monitoring: Federal Programs Coordinator, Special Programs team

Funding Sources: 255 - Title II Funds, $14,450, 289 - Title IV, $4,250, 211 - Title I Funds, $476

Formative Reviews

December	February	April	June

Strategy 10

Ensure aligned Pre-K curriculum, progress monitoring, intervention, and enriching experiences for all Pre-K classrooms, which include, Tuition Pre-K, Early Childhood Special Education, and Qualifying Pre-K programs.

Strategy's Expected Result/Impact: Expenditure Reports from Local Pre-K Funds, Progress-Monitoring Reports, CDT, PLCs

Staff Responsible for Monitoring: Early Childhood Coordinator, Special Programs team

Formative Reviews

December	February	April	June

Strategy 11

Teacher leaders will be equipped with tools and techniques from professional learning embedded within Curriculum Design Teams to lead PLC discussions leading to focused, data-driven instruction and intervention.

Strategy's Expected Result/Impact: Quality conversations and plans for effective instruction and intervention for students based on data they have collected and analyzed.

Staff Responsible for Monitoring: Curriculum and Instruction team

Formative Reviews

December	February	April	June

Performance Objective 2

Increase Masters Grade Level performance by 3-5% on all STAAR/EOC scores.

Evaluation Data Source: STAAR and EOC Masters Grade Level scores increase by 3-5% in each content area.

Strategy 1

Provide quality professional learning to teachers throughout the year that address TEKS and instructional strategies that support students reaching Masters Grade Level.

Strategy's Expected Result/Impact: Schedule of professional learning, utilization of strategies observed in classrooms.

Staff Responsible for Monitoring: Curriculum & Instruction team

Formative Reviews

December	February	April	June

Strategy 2

Provide quality Campus Common Assessments (CCAs) for teachers and coordinators to use and review data to evaluate the curriculum and instruction process in RISD.

Strategy's Expected Result/Impact: Increase student performance across grade levels and campuses.

Staff Responsible for Monitoring: Curriculum & Instruction team

Formative Reviews

December	February	April	June

Strategy 3

Utilize identified essential standards to support student mastery of the TEKS and reinforce a guaranteed and viable curriculum.

Strategy's Expected Result/Impact: Increase in STAAR/EOC scores.

Staff Responsible for Monitoring: Senior Executive Directors of Elementary & Secondary Schools; Director of Assessment, Accountability, & Professional Learning; Campus Principals, Curriculum Coordinators

Formative Reviews

December	February	April	June

Strategy 4

Align all K-5 Science classes to the TEKS designated percentages of time for students' active investigational minutes, utilizing appropriate rigor and depth as evaluated by classroom observation and planning documents.

Strategy's Expected Result/Impact: Classroom observation of student investigation aligned to these percentages of instructional time: Gr. K-1 80%; Gr. 2-3 60%; Gr. 4-5 50%.
Improved student understanding as evidenced by higher processing skill scores on STAAR assessments.

Staff Responsible for Monitoring: Elementary Science Coordinator

Formative Reviews

December	February	April	June

Strategy 5

Utilize district PLCs in Pre-K - 5th grades to increase standardization of instruction to support alignment to STAAR assessments in all grade levels.

Strategy's Expected Result/Impact: Greater alignment in observed and assessed instruction. Increase student growth and vertical alignment, leading to greater student success.

Staff Responsible for Monitoring: Elementary Curriculum Coordinators, Special Programs team

Formative Reviews

December	February	April	June

Strategy 6

Monitor implementation of literacy strategies in classrooms through coaching walks/curriculum walks and instructional rounds feedback.

Strategy's Expected Result/Impact: Increase in literacy success for all content areas

Staff Responsible for Monitoring: Elementary and Secondary Reading Language Arts Coordinators

Formative Reviews

December	February	April	June

Strategy 7

Authentic literacy practices will be embedded regularly in science classes, utilizing the writing framework frameworks, as evidenced by students demonstrating clear communication of new learning from their investigations.

Strategy's Expected Result/Impact: Increased student written communication citing evidence from active investigations.
Increased student use of science & engineering practices involving drawing conclusions and using evidence to support their thinking.

Staff Responsible for Monitoring: Elementary and Secondary Science Coordinators

Formative Reviews

December	February	April	June

Performance Objective 3

Rockwall Independent School District will increase Special Education and Emergent Bilingual student growth performance on STAAR.

Evaluation Data Source: STAAR 2022/2023 results will provide the percentage of students in Special Education and Emergent Bilingual students that met the growth measure.

Strategy 1

Screen for potential migrant students and attend an annual "Identification and Recruitment Training" offered by the ESC 10.

Strategy's Expected Result/Impact: Priority of Service Reports, Migrant Survey

Staff Responsible for Monitoring: Federal Program Coordinator

Formative Reviews

December	February	April	June

Strategy 2

Analyze STAAR and MAP Growth Data for trends and patterns, identifying and addressing lowest performance by standard, by student group, to improve Tier I instruction.

Strategy's Expected Result/Impact: Improved student performance on STAAR/EOC.

Staff Responsible for Monitoring: Executive Director of Elementary & Secondary Schools; Director of Assessment, Accountabilty, & Professional Learning; Coordinator of Assessment & Teacher Support; Elementary and Secondary Coordinators, Special Programs team, Multilingual Services team

Formative Reviews

December	February	April	June

Strategy 3

Support campus intervention strategies and programs with resources.

Strategy's Expected Result/Impact: Increase student success, an increase of progress monitoring data of students served through dyslexia program, expanded use of co-teach classroom models.

Staff Responsible for Monitoring: Chief Academic Officer of Elementary & Secondary Schools, Executive Director of Special Programs, Special Programs team, all Coordinators.

Formative Reviews

December	February	April	June

Strategy 4

Provide teachers, including CTE teachers, with access to necessary literacy resources and strategies (for EB, Sped, 504 students) to address students' individual needs.

Strategy's Expected Result/Impact: Increase in EB, Sped, 504 performance; effective implementation of ELPS strategies and linguistic accommodations, higher EOC scores for students participating in CTE courses.

Staff Responsible for Monitoring: Director of Multilingual Services, ELAR Coordinators, campus ESL teachers, EL Instructional Specialist, ELAR department chairs, Director of 504, Special Education Directors, Executive Director of Special Programs, Executive Director of CTE

Formative Reviews

December	February	April	June

Strategy 5

Offer special programs for Title I schools, such as: PK transition night, Title I Summer Launch Camp, and additional support staff.

Strategy's Expected Result/Impact: Program attendance, STAAR results

Staff Responsible for Monitoring: Federal Programs Coordinator, Title I Principals

Funding Sources: 211 - Title I Funds, $1,580,353

Formative Reviews

December	February	April	June

Strategy 6

Discuss and collaborate with administration and teachers to identify and develop effective intervention plans for students, including McKinney-Vento and foster care students.

Strategy's Expected Result/Impact: Meeting agendas and intervention plans

Staff Responsible for Monitoring: Homeless Liaison, Foster Care Liaison, and Special Programs Team

Funding Sources: 211 - Title I Funds, $10,000

Formative Reviews

December	February	April	June

Strategy 7

Secondary ELAR Coordinator will support and train teachers to analyze student evidence-based writing to assess progress on each genre (i.e., narrative, correspondence, informative, and argumentative).

Strategy's Expected Result/Impact: Writing samples, benchmark, and EOC performance

Staff Responsible for Monitoring: Secondary ELAR Coordinator

Formative Reviews

December	February	April	June

Strategy 8

Continue to support district-wide implementation of Wilson Fundations Phonics program for struggling learners in grades K-2, Leveled Literacy Intervention program in 2nd - 5th grades, and Amira in K-5 grades.

Strategy's Expected Result/Impact: Decrease number of students requiring intervention

Staff Responsible for Monitoring: Elementary ELAR Coordinator, Instructional Coaches

Formative Reviews

December	February	April	June

Strategy 9

Special Programs Leadership team will meet with each campus administrative team annually to review student data.

Strategy's Expected Result/Impact: Targeted support for students enrolled in special programs

Staff Responsible for Monitoring: Executive Director of Special Programs, Special Programs Team, Chief Academic Officer of Elementary Schools

Formative Reviews

December	February	April	June

Strategy 10

Foster collaboration between the Special Programs team and the Curriculum & Instruction team to support teachers.

Strategy's Expected Result/Impact: Increase the percentage of students demonstrating annual growth.
Greater alignment in instructional practices and strategies in all programs.

Staff Responsible for Monitoring: Chief Academic Officer of Elementary & Secondary Schools, Executive Director of Elementary & Secondary Schools, Executive Director of Special Programs, Special Programs Team

Formative Reviews

December	February	April	June

Strategy 11

Refine the 504 processes and procedures for campus staff and personnel.

Strategy's Expected Result/Impact: Special Programs 504 Handbook, 504 Paperwork audits

Staff Responsible for Monitoring: Executive Director of Special Programs, Director of 504

Formative Reviews

December	February	April	June

Strategy 12

Require that newly hired elementary and secondary ELAR teachers have or obtain ESL certification within their first year of employment in the district.

Strategy's Expected Result/Impact: Certifications

Staff Responsible for Monitoring: Director of Multilingual Services, Chief Academic Officer of Elementary & Secondary Schools, Chief Human Resources Officer, Director of Human Resources

Formative Reviews

December	February	April	June

Strategy 13

Utilize services of District Title III EL Specialist at campuses to support job-embedded professional learning and provide instructional support to enhance the academic success of Emergent Bilingual students.

Strategy's Expected Result/Impact: District Title III EL Specialist schedule of services provided to each campus

Staff Responsible for Monitoring: Director of Multilingual Services, District EL Instructional Specialist, Campus Principals

Funding Sources: 263 - Title III Funds, $84,967

Formative Reviews

December	February	April	June

Strategy 14

Continue implementation of Esperanza and WELLS with at-risk students in bilingual kindergarten-2nd grade.

Strategy's Expected Result/Impact: Esperanza & WELLS screeners and progress monitoring reports.

Staff Responsible for Monitoring: Director of Multilingual Services, Dual Language Specialists, Bilingual teachers, Principals and Instructional Coaches

Funding Sources: 263 - Title III Funds, $2,000

Formative Reviews

December	February	April	June

Strategy 15

Continue to offer Adult ESL classes to the parents/guardians of Emergent Bilingual students in the district.

Strategy's Expected Result/Impact: Attendance sheets, lesson plans

Staff Responsible for Monitoring: Director of Multilingual Services, Adult ESL teachers

Funding Sources: 263 - Title III Funds, $15,000

Formative Reviews

December	February	April	June

Strategy 16

Verify accurate PEIMS coding of all CTE students.

Strategy's Expected Result/Impact: Accurate and appropriate PEIMS coding, higher ROA scores on CTE performance on EOC

Staff Responsible for Monitoring: CTE Executive Director, Director of Student Information Services, PEIMS

Formative Reviews

December	February	April	June

Strategy 17

Provide support for 8th grade social studies and high school U.S. History teachers, including instructional strategies, resources, and modeling instruction, to differentiate instruction for targeted student intervention in social studies classrooms.

Strategy's Expected Result/Impact: Agendas for specified professional learning, individual teacher meetings, classroom observations, increase in STAAR social studies scores

Staff Responsible for Monitoring: Secondary Social Studies Coordinator

Formative Reviews

December	February	April	June

Strategy 18

District Dual Language Specialists to provide support for bilingual teachers, including modeling instruction and providing resources to support differentiation with Emergent Bilingual students.

Strategy's Expected Result/Impact: Schedule of services provided to each campus

Staff Responsible for Monitoring: Chief Academic Officer of Elementary Schools, Director of Multilingual Services, Executive Director for Elementary Schools, Principals at bilingual campuses

Funding Sources: 263 - Title III Funds, $43,471, 211 - Title I Funds, $43,471

Formative Reviews

December	February	April	June

Strategy 19

ARD Committees, LPAC, IEP, and 504 Committees will receive training and information regarding appropriate STAAR decisions for administration and accommodations for students with disabilities.

Strategy's Expected Result/Impact: Increased STAAR growth for students with disabilities

Staff Responsible for Monitoring: Special Programs Team, Campus Test Coordinators, Coordinator of Assessment & Teacher Support, Director of Assessment, Accountability, & Professional Learning

Formative Reviews

December	February	April	June

Strategy 20

Provide EB support for science teachers, including instructional strategies and resources, to differentiate instruction for targeted student intervention in science classrooms.

Strategy's Expected Result/Impact: Agendas for professional learning, individual teacher meetings, PLCs, classroom observations, increase in STAAR scores

Staff Responsible for Monitoring: Science Coordinators, Director of Multilingual Services, EL Instructional Specialist and campus ESL Specialists

Funding Sources: 263 - Title III Funds, $5,000

Formative Reviews

December	February	April	June

Performance Objective 4

Maintain the percentage of graduates earning CCMR indicators by 97% over 2026-27 school year.

Evaluation Data Source: Accountability 2026 data.

Strategy 1

Continue to offer multiple dual enrollment/credit options for Rockwall ISD students by continuing UT OnRamps courses, Collin College, dual credit courses, and the new College Connect Pilot Program.

Strategy's Expected Result/Impact: Continued student enrollment and success in OnRamps, Collin College, and Eastfield coursework.

Staff Responsible for Monitoring: Executive Director of CTE, Dual Credit/CTE Counselor, Advanced Academics Coordinator

Formative Reviews

December	February	April	June

Strategy 2

Continue the relationship with Collin College and continue to offer a TSI testing center in RISD.

Strategy's Expected Result/Impact: Student enrollment in dual credit courses and CCMR at GBCCA.

Staff Responsible for Monitoring: Executive Director of CTE, Executive Director of Secondary C&I, Dual Credit/CTE Counselor

Formative Reviews

December	February	April	June

Strategy 3

The district's Academic Planning Team and the CCMR team will meet regularly and will be tasked

with creating and implementing districtwide plans and actions to improve student performance and the success of all College, Career, & Military Readiness (CCMR) programs in the district.

Strategy's Expected Result/Impact: Meeting agendas, AP/IB/OnRamps exam results, IB Diplomas earned by International Baccalaureate Diploma Program students

Staff Responsible for Monitoring: Chief Academic Officer for Secondary Schools, Executive Director of Secondary Schools, Advanced Academics Coordinator

Formative Reviews

December	February	April	June

Strategy 4

Increase student performance on the October 22, 2026, PSAT/NMSQT by continuing the Rockwall ISD Superintendent Scholars program for high-performing high school juniors. In addition, the district will provide all students with the opportunity to participate in SAT preparation courses embedded in ELAR and Math courses in preparation for the March 10, 2027, SAT School Day for all juniors.

Strategy's Expected Result/Impact: Increase in the number of Rockwall ISD students receiving recognition from the National Merit Scholarship Corporation and College Board Recognition Programs. Increase in district-wide average PSAT and SAT scores. Increase in number of graduates with earned CCMR indicators.

Staff Responsible for Monitoring: Advanced Academics Coordinator

Formative Reviews

December	February	April	June

Strategy 5

Rockwall ISD will hold regular SAGE parent meetings to continue the support for identified Gifted and Talented students in Grades K-12.

Strategy's Expected Result/Impact: Parent meeting agendas, completed GT planning documents and resources

Staff Responsible for Monitoring: Advanced Academics Coordinator, GT Coordinator

Formative Reviews

December	February	April	June

Strategy 6

Identified Gifted and Talented students will improve Mastery Grade Level performance on STAAR reading by 3%.

Strategy's Expected Result/Impact: Increase in STAAR scores

Staff Responsible for Monitoring: Gifted Talented Coordinator, Advanced Academics Coordinator

Formative Reviews

December	February	April	June

Strategy 7

SAGE teachers will support grade level GT and Young Scholar cluster teachers in developing their skills to meet learners needs through differentiation.

Strategy's Expected Result/Impact: Differentiation strategies utilized, support schedules, embed Depth/Complexity strategies into learning experiences and code young scholars along with GT in Skyward.

Staff Responsible for Monitoring: GT Coordinator

Formative Reviews

December	February	April	June

Strategy 8

SAGE teachers will support and guide classroom teachers implementing curriculum compacting based on individual student interests.

Strategy's Expected Result/Impact: Curriculum Compacting framework based on student interest, embed Depth/Complexity strategies into learning experiences

Staff Responsible for Monitoring: GT Coordinator

Formative Reviews

December	February	April	June

Strategy 9

GT Coordinator and SAGE teachers will disaggregate GT identification qualifiers to track student growth and share data with students and general education classroom teachers to address

needs of students.

Strategy's Expected Result/Impact: Data tables, Aware, MAP

Staff Responsible for Monitoring: GT Coordinator

Formative Reviews

December	February	April	June

Strategy 10

Refine programming, staffing, and scheduling for higher education matriculation for Dr. Gene Burton College and Career Academy.

Strategy's Expected Result/Impact: Academy program plans; Collin College articulation; and "Engineer Your World" articulation.

Staff Responsible for Monitoring: Executive Director of CTE, Chief Academic Officer of Secondary Schools, CTE Counselors; CTE Lead Teachers

Formative Reviews

December	February	April	June

Strategy 11

Increase student certifications in CTE courses that align with the TEA Industry Based Certification (IBC) list. Increase the offerings of certifications as well as the passing rate of certifications.

Strategy's Expected Result/Impact: Increase by 5% the number of students taking and passing certification test completion and pass rate

Staff Responsible for Monitoring: Executive Director of CTE; CTE Counselor; CTE Lead Teachers

Formative Reviews

December	February	April	June

Strategy 12

By the end of February 2026, each Kindergarten class will have participated in planned experiences and a universal screener designed to identify GT and able learners.

Strategy's Expected Result/Impact: GT Data Report

Staff Responsible for Monitoring: GT Coordinator

Formative Reviews

December	February	April	June

Strategy 13

In Rockwall ISD, 80% of eligible IB students will graduate with International Baccalaureate Diplomas and the IB Programme will maintain an enrollment of at least 80 students per high school campus (both IBDP and IB certificate IB Programme option combined total student enrollment).

Strategy's Expected Result/Impact: Graduate transcripts and IB enrollment

Staff Responsible for Monitoring: Campus IB Coordinators, District IB Coordinator

Formative Reviews

December	February	April	June

Strategy 14

Increase student access and CCMR performance for the Class of 2028 by offering the SAT School Day exam for all 11th-grade students on March 10, 2027.

Strategy's Expected Result/Impact: Increase number of Rockwall ISD students receiving CCMR indicator by taking the SAT exam.

Staff Responsible for Monitoring: Advanced Academics Coordinator

Formative Reviews

December	February	April	June

Strategy 15

Increase student identification for Selected Academically Gauged Education (SAGE) in second grade by pulling first-grade students who scored high in aptitude from the Naglieri in Kindergarten.

Strategy's Expected Result/Impact: The first graders will be pulled twenty times during the school year to complete critical thinking learning experiences in the areas of STEM & Humanities. This would result in an increased number of identified SAGE students in second grade by completing the learning experience.

Staff Responsible for Monitoring: GT Coordinator

Formative Reviews

December	February	April	June

Goal 2 Rockwall ISD will ensure a safe and civil environment that is responsive to the needs of our community.

Performance Objective 1

The District will maintain an exemplary District-wide attendance rate of 96% or above for all students and student groups.

Evaluation Data Source: Texas Education Agency's Texas Academic Performance Report

Strategy 1

Ensure that campus PEIMS data reflects accurate PEIMS absence codes.

Strategy's Expected Result/Impact: PEIMS Submissions

Staff Responsible for Monitoring: Director of Student Information Services, Campus PEIMS clerks,

Formative Reviews

December	February	April	June

Strategy 2

Continue Truancy Intervention Program (PBIS, Road to Success Program) at secondary campuses.

Strategy's Expected Result/Impact: Attendance logs, exemplary attendance rates, final report to Board

Staff Responsible for Monitoring: Campus APs, District Truancy Specialist, Chief Safety and Security Officer

Formative Reviews

December	February	April	June

Strategy 3

Continue implementation of attendance program (Attention to Attendance Program) at all campuses.

Strategy's Expected Result/Impact: Suppression rate of less than 10% for all campuses; reduction in continued truancy after interventions; exemplary attendance rates

Staff Responsible for Monitoring: District Truancy Specialist

Formative Reviews

December	February	April	June

Performance Objective 2

The District will maintain a dropout rate of less than 0.4% for the District as a whole and less than 1.6% for each student group.

Evaluation Data Source: Texas Education Agency's Texas Academic Performance Report

Strategy 1

Continue Dropout Recovery Teams prior to TEA Leaver submission.

Strategy's Expected Result/Impact: PEIMS Leaver Report; final campus dropout/completion reports

Staff Responsible for Monitoring: Executive Director of Secondary C&I, Director of Student Information Services, Campus Registrars, and Principals

Formative Reviews

December	February	April	June

Strategy 2

Continue MTSS meetings throughout school year to determine appropriate interventions for struggling students.

Strategy's Expected Result/Impact: Final dropout report; documentation of MTSS meetings

Staff Responsible for Monitoring: Director of 504 & Intervention, District Counseling Coordinators, Truancy Specialist, Campus Principals and APs

Formative Reviews

December	February	April	June

Performance Objective 3

The District will continue to implement student health and welfare programs for students and parents at all campuses.

Evaluation Data Source: Documentation of parent education forum

Strategy 1

Host Brainstorming sessions during the lunch hour and in the evening hours. Partner with local agencies to provide resources and presentations for parents and students.

Strategy's Expected Result/Impact: Campus Improvement Plans

Staff Responsible for Monitoring: Student Services Counseling Team

Formative Reviews

December	February	April	June

Strategy 2

Campuses counselors will work to implement the Better Together mindset on their campuses using the weekly one-pagers and other resources.

Strategy's Expected Result/Impact: Campus Improvement Plans

Staff Responsible for Monitoring: Campus counselors

Formative Reviews

December	February	April	June

Strategy 3

Integration of Coordinated School Health Program at each elementary and middle school campus.

Strategy's Expected Result/Impact: Coordinated health plans at each elementary and middle school campus

Staff Responsible for Monitoring: District Lead for Physical Education and Health

Formative Reviews

December	February	April	June

Strategy 4

Development and implementation of Better Together mindset that focuses on recognizing each other's strengths and using those strengths to build a district and community culture of civility.

Staff Responsible for Monitoring: Executive Director of Student Services, identified campus APs, and Student Services counseling team.

Formative Reviews

December	February	April	June

Strategy 5

Implement additional support at campuses with higher needs so that students will have increased access to educational opportunities.

Strategy's Expected Result/Impact: Decreased number of office referrals, additional well rounded educational supports

Staff Responsible for Monitoring: Federal Programs Coordinator

Funding Sources: 289 - Title IV, $120,435

Formative Reviews

December	February	April	June

Strategy 6 ☑ Results Driven Accountability

Continuing to implement a comprehensive school counseling program under TEC 33.005.

Strategy's Expected Result/Impact: Improved guidance, better response to needed services, increased individual planning, and overall improvement to system support.

Staff Responsible for Monitoring: Chief Safety and Security Officer, District Counselor Coordinators, campus counselors

Formative Reviews

December	February	April	June

Performance Objective 4

The District will implement the Student Code of Conduct, addressing bullying, harassment, and sexual

harassment, while implementing restorative practices.

Evaluation Data Source: PEIMS data, stay-away directives, thorough investigations, restorative practices

Strategy 1

Each campus will have a bullying objective in the campus improvement plan.

Strategy's Expected Result/Impact: Campus Improvement Plan

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

December	February	April	June

Strategy 2

Training for all campus staff on bullying prevention and intervention.

Strategy's Expected Result/Impact: Campus Improvement Plan, documentation from SafeSchools

Staff Responsible for Monitoring: Executive Director of Human Resources

Formative Reviews

December	February	April	June

Strategy 3

Continue to monitor bullying reporting link on the District website.

Strategy's Expected Result/Impact: Email documentation, bullying reporting tool

Staff Responsible for Monitoring: Chief of Student Services, Executive Director of Student Services, campus principals, and assistant principals

Formative Reviews

December	February	April	June

Strategy 4

Legal updates for campus principals and assistant principals will be conducted four times during

the school year to address the legal aspects of student discipline and other issues related to student/family services.

Strategy's Expected Result/Impact: Surveys, meeting attendance, PEIMS data

Staff Responsible for Monitoring: Department Chiefs

Formative Reviews

December	February	April	June

Strategy 5

The District will purchase an established set of documents that will help campus administrators in the investigation and communication of alleged bullying incidents on district campuses.

Strategy's Expected Result/Impact: True identification of actual cases of bullying vs. identification of actual cases of non-bullying/inappropriate student behavior.

Staff Responsible for Monitoring: Executive Director of Student Services, campus principals, and campus APs

Formative Reviews

December	February	April	June

Performance Objective 5

The District will align all related Texas safety requirements, including the development and updating of the multi-hazard emergency operations plan, ensuring threat assessments are conducted under the SSSP (safe and supportive school program), and by offering Mental Health First Aid training to all staff who regularly interact with students.

Evaluation Data Source: District Safety and Security Team, Sentinel data, certificates from MHFA.

Performance Objective 6

Rockwall ISD campuses will comply with House Bill (HB) 1481, which states that students are prohibited from using a personal communication device while on school property during the school day.

Evaluation Data Source: Documentation of student offenses and consequences via the District's student information management system, Skyward. The Student Personal Communication Device Guidelines are posted on the District website.

Goal 3

Rockwall ISD will ensure compliance with the local wellness policy through implementation of the District wellness plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity and Other School Based Activities.

Performance Objective 1

Rockwall ISD will provide structures that enhance and promote wellness to students and staff through nutrition promotion and nutrition education.

Evaluation Data Source: Annual and triennial wellness goal evaluations; Child Nutrition Program participation; process and program evaluation.

Strategy 1

Obtain SHAC input on Local Wellness Plan, wellness goals and collaboration with Child Nutrition on nutrition programs.

Strategy's Expected Result/Impact: SHAC meeting minutes

Staff Responsible for Monitoring: Student Services SHAC Advisor, District Lead for Physical Education and Health, Director of Child Nutrition

Formative Reviews

December	February	April	June

Strategy 2

Monitor and promote participation in Child Nutrition Programs at all campuses.

Strategy's Expected Result/Impact: Meal participation for lunch will be maintained, district-wide, at or above 47% - 50% to include meal equivalents from a la carte sales.

Staff Responsible for Monitoring: Director of Child Nutrition

Formative Reviews

December	February	April	June

Strategy 3

Monitor participation in coordinated school health programming for nutrition promotion and education.

Strategy's Expected Result/Impact: Campus Improvement Plan

Staff Responsible for Monitoring: District Lead for Physical Education and Health, Curriculum & Instruction

Formative Reviews

December	February	April	June

Strategy 4

Provide training for staff regarding nutrition education.

Strategy's Expected Result/Impact: Campus Improvement Plan, Professional learning attendance

Staff Responsible for Monitoring: Dr. Kelvin Stroy and Nichol Smithers, District Lead for Physical Education and Health, Child Nutrition Director

Formative Reviews

December	February	April	June

Performance Objective 2

Rockwall ISD will promote and provide structures for physical activity for students, families and the community.

Evaluation Data Source: Annual and triennial wellness goal evaluation; FitnessGram summative data; process and program evaluation.

Strategy 1

Obtain SHAC input and recommendations for programs and resources that implement the Local Wellness Plan and wellness goals.

Strategy's Expected Result/Impact: SHAC meeting minutes

Staff Responsible for Monitoring: Student Services SHAC Advisor, District Lead for Physical Education and Health, Director of Child Nutrition

Formative Reviews

December **February** **April** **June**

Strategy 2

Monitor FitnessGram data for elementary and secondary students to provide feedback for growth and improvement in the physical fitness of Rockwall students.

Strategy's Expected Result/Impact: FitnessGram summative

Staff Responsible for Monitoring: District Lead for Physical Education and Health, Curriculum and Instruction

Formative Reviews

December **February** **April** **June**

Strategy 3

Promote and provide district and campus opportunities to promote physical activity outside of the school day.

Strategy's Expected Result/Impact: Campus Improvement Plan

Staff Responsible for Monitoring: Dr. Kelvin Stroy and Nichol Smithers, District Lead for Physical Education and Health, Curriculum and Instruction, Campuses

Formative Reviews

December **February** **April** **June**

Strategy 4

Provide resources to families that allow participation with students outside the school day, including use of school facilities for community events, after school programs, athletic and recreational sport practice, and support of community events through partnerships, participation and volunteerism.

Strategy's Expected Result/Impact: Campus Improvement Plan, facilities reservations

Staff Responsible for Monitoring: Dr. Kelvin Stroy and Nichol Smithers, Campuses, Student Services, Facilities

Formative Reviews

December	February	April	June

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

211 - Title I Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		--	$17,059.00
1	1	9		--	$476.00
1	3	5		--	$1,580,353.00
1	3	6		--	$10,000.00
1	3	18		--	$43,471.00
				Sub-Total	$1,651,359.00

255 - Title II Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	$465,039.00
1	1	9		--	$14,450.00
				Sub-Total	$479,489.00

263 - Title III Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	13		--	$84,967.00
1	3	14		--	$2,000.00
1	3	15		--	$15,000.00
1	3	18		--	$43,471.00
1	3	20		--	$5,000.00
				Sub-Total	$150,438.00

289 - Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9		--	$4,250.00
2	3	5		--	$120,435.00
				Sub-Total	$124,685.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Patrick Just	6/9/2026	Kevin Samples	6/9/2026