



2021-22

District/Campus Improvement Plan for Rocksprings Independent School District

TEXAS EDUCATION AGENCY
PERFORMANCE REPORTING DIVISION
PRELIMINARY 2019 ACCOUNTABILITY RATINGS

DISTRICT RATING: C

District Name	District Number	Accountability Rating	Domains			Distinctions
			Student Achievement	School Progress	Closing the Gaps	Post Secondary Readiness
PROMESA PUBLIC SCHOOLS	227824	C	C	C	C	◦
PROMISE COMMUNITY SCHOOL	101853	C	D	B	C	◦
RANGER ISD	067907	C	C	B	C	◦
REAGAN COUNTY ISD	192901	C	C	C	C	◦
REFUGIO ISD	196903	C	C	C	D	◦
RICE CISD	045903	C	C	C	D	◦
RICHARD MILBURN ALTER HIGH SCHOOL	014801	C	C	F	D	
RIESEL ISD	161912	C	C	C	C	◦
ROCKSPRINGS ISD	069901	C	C	B	C	
ROXTON ISD	139908	C	B	B	C	
SAN MARCOS CISD	105902	C	C	C	C	◦

2019 Campus Comparison Group
ROCKSPRINGS K-12 (069901001) - ROCKSPRINGS ISD
 Campus Type: Elementary/Secondary
 Sorted by District Name

Campus Name	District Name	Grade Span	Number of Students	% Econ Disadv	% EL	Mobility Rate	% Early College HS	% Special Ed
ROCKSPRINGS K-12 (069901001)	ROCKSPRINGS ISD	PK-12	303	70.6	7.3	10.1	0.0	13.9
1 ADRIAN SCHOOL (180903001)	ADRIAN ISD	PK-12	117	66.7	1.7	9.3	0.0	12.0
2 AQUILLA SCHOOL (109912001)	AQUILLA ISD	EE-12	335	58.8	4.5	13.0	0.0	10.1
3 AVALON SCHOOL (070901001)	AVALON ISD	PK-12	362	65.7	5.0	15.0	0.0	12.7
4 CHANNING SCHOOL (103901001)	CHANNING ISD	PK-12	181	67.4	7.7	11.4	0.0	12.2
5 CRANFILLS GAP SCHOOL (018908001)	CRANFILLS GAP ISD	PK-12	133	69.2	7.5	16.5	0.0	12.8
6 CROWELL SCHOOL (078901001)	CROWELL ISD	PK-12	209	70.3	1.4	11.8	0.0	17.7
7 VAN HORN SCHOOL (055901001)	CULBERSON COUNTY-ALLAMOORE ISD	PK-12	378	77.8	8.2	16.9	0.0	8.5
8 DARROUZETT SCHOOLS (148905101)	DARROUZETT ISD	PK-12	118	68.6	2.5	11.5	0.0	10.2
9 DIME BOX SCHOOL (144903001)	DIME BOX ISD	PK-12	153	74.5	11.8	18.9	0.0	16.3
10 EDEN CISD (048901001)	EDEN CISD	KG-12	216	64.4	5.6	20.0	0.0	13.0
11 GHOLSON SCHOOL (161925101)	GHOLSON ISD	EE-12	250	74.4	4.4	16.9	0.0	11.6
12 GOLD BURG SCHOOL (169906001)	GOLD BURG ISD	PK-12	138	66.7	3.6	15.7	0.0	8.7
13 GRANGER SCHOOL (246905001)	GRANGER ISD	EE-12	445	64.0	13.0	12.6	0.0	9.2
14 HARROLD SCHOOL (244901001)	HARROLD ISD	KG-12	107	62.6	0.0	9.6	0.0	12.1
15 HEDLEY SCHOOL (065902001)	HEDLEY ISD	PK-12	111	75.7	3.6	20.0	0.0	9.9
16 HIGGINS SCHOOL (148903001)	HIGGINS ISD	PK-12	104	66.3	10.6	12.8	0.0	13.5
17 IREDELL SCHOOL (018906001)	IREDELL ISD	PK-12	141	60.3	0.0	12.1	0.0	12.8
18 KERENS SCHOOL (175907001)	KERENS ISD	EE-12	585	75.7	5.1	11.6	0.0	9.4
19 LAZBUDDIE SCHOOL (185904001)	LAZBUDDIE ISD	PK-12	167	75.4	11.4	12.4	0.0	12.0
20 LORAIN SCHOOL (168902001)	LORAIN ISD	PK-12	158	77.8	3.2	16.1	0.0	15.8
21 MAUD SCHOOL (019903001)	MAUD ISD	EE-12	467	62.7	0.4	10.7	0.0	10.9
22 MEADOW SCHOOL (223902001)	MEADOW ISD	PK-12	289	76.8	6.2	10.9	0.0	11.1
23 MILFORD SCHOOL (070909001)	MILFORD ISD	PK-12	265	69.4	15.8	15.6	0.0	14.3
24 MOTLEY COUNTY SCHOOL (173901001)	MOTLEY COUNTY ISD	PK-12	162	71.0	0.6	13.2	0.0	8.0
25 MOUNT CALM ISD (109910101)	MOUNT CALM ISD	PK-12	197	83.2	8.1	11.8	0.0	12.7
26 NEWCASTLE SCHOOL (252902002)	NEWCASTLE ISD	PK-12	205	62.4	2.0	10.8	0.0	9.3
27 O'DONNELL SCHOOL (153903001)	O'DONNELL ISD	PK-12	306	73.2	6.9	15.5	0.0	12.4
28 OGLESBY SCHOOL (050904001)	OGLESBY ISD	EE-12	169	62.7	6.5	18.4	0.0	7.7
29 PADUCAH SCHOOL (051901001)	PADUCAH ISD	PK-12	202	64.4	1.0	9.3	0.0	16.8
30 PENELOPE SCHOOL (109914001)	PENELOPE ISD	PK-12	201	66.2	7.0	14.7	0.0	15.9
31 PETERSBURG SCHOOL (095904001)	PETERSBURG ISD	PK-12	293	75.1	11.6	7.0	0.0	13.0
32 RICHLAND SPRINGS SCHOOL (206902001)	RICHLAND SPRINGS ISD	KG-12	123	65.9	2.4	18.6	0.0	17.9
33 SALTILLO SCHOOL (112909001)	SALTILLO ISD	PK-12	239	69.0	9.6	10.3	0.0	10.5
34 SHELBYVILLE SCHOOL (210903002)	SHELBYVILLE ISD	EE-12	782	63.6	5.8	9.8	0.0	10.4
35 SPUR SCHOOL (063903001)	SPUR ISD	PK-12	245	61.6	0.8	12.6	0.0	13.5
36 STRAWN SCHOOL (182905001)	STRAWN ISD	EE-12	167	64.7	13.8	13.7	0.0	10.2
37 TIMPSON SCHOOL (210905001)	TIMPSON ISD	PK-12	678	71.4	3.4	14.8	0.0	11.8
38 VALLEY SCHOOL (096905001)	TURKEY-QUITAQUE ISD	PK-12	220	59.5	5.9	9.9	0.0	9.1
39 WHITEFACE SCHOOL (040902001)	WHITEFACE CISD	PK-12	312	61.5	7.1	7.8	0.0	9.3
40 WOODSON SCHOOL (224902001)	WOODSON ISD	PK-12	144	61.8	0.0	15.3	0.0	13.2
Comparison Group Average			252	68.2	5.6	13.4	0.0	12.0

Mission Statement

Rocksprings Independent School District's Mission Statement

Empowering dreams through innovation, diversity and a commitment to educational excellence.

District Vision:

Our Students:

- receive an engaging and comprehensive education built upon an individual's strengths, talents, and interests.
- are life-long learners who are effectively prepared for all opportunities and endeavors.
- are socially responsible and successful leaders that embrace acceptance and change.

Our learning environment:

- provides an evolving and innovative curriculum that meets the needs of all students, preparing them for a global and diverse society.
- is facilitated by safe, secure, and small campuses.
- ensures accountability among parents, students, and staff.
- is supported by well-maintained, adaptable, and inviting facilities.

Our district and community:

- create community service opportunities for students.
- provide state-of-the-art learning environments and facilities.
- practice open, honest, and respectful communication and dialogue to achieve mutual trust and working partnerships.
- acknowledge we are one entity, and together we share responsibility and ownership of our schools and community.

Rocksprings Independent School District District/Campus Improvement Plan

2021-22 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Rocksprings Independent School District conducted a comprehensive needs assessment for the 2021-2022 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the District/Campus Improvement Plan.

In accordance with state and federal legislative requirements, the staff at Rocksprings Independent School District in August 2021 conducted a comprehensive needs assessment for the 2021-22 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Demographics

The staff at Rocksprings Independent School District on May 2021 include 21 teachers, 6 paraprofessionals, and 3 administrators. The student population is 18.80% White, 2.3% African American, 78.09% Hispanic, 0% Asian, and 0% Native American. Additionally, the campus serves 82.7% economically disadvantaged students, 11.10% special education students, and 12.6% Limited English Proficient students. The most current data indicate the campus has a 16.8% mobility rate.

The following data were reviewed in relation to campus demographics:

PEIMS Reports:

PRF5D002; PRF4DOO1; PRF4D003; PRF5D015; PRF5D018; PRF5D025;

The committee reviewed 2019 passing rates and performance on prior year system safeguards.

The committee reviewed the results of a community and student survey. Separately, they looked at a faculty perceptions survey. Upon review of these data, several findings were noted. These findings include:

The District serves a high percentage of Economically Disadvantaged students. Attendance rates are above state averages. Total enrollment is currently 311.

Areas of need include:

1. Finding ways to increase enrollment.
2. Addressing bullying issues through training, disciplinary intervention and Quality Counts.
3. Closing academic gaps among sub-group categories
4. Addressing facility improvement needs to make campus more attractive and to increase enrollment.
5. Greater communication needs to be facilitated through technology and parent events.
7. Successful technology integration in the classroom needs to be improved and current technology needs expanded upgraded.

Student Achievement

The following data were reviewed in relation to Student achievement:

PEIMS Reports: PRFD038; PRF5D034

Texas Primary Reading Inventory Reports

ISIP Assessment/I-station Reports

Texas English Language Proficiency Assessment System Reports

STAAR results 2018-2019

Foundation Curriculum documents including scope and sequence

Upon review of these data, several findings were noted. These findings include:

Reading, Writing and Math are identified as areas of need for the District.

Areas of need include:

1. Greater access to technology is needed. Students need additional access to wireless laptop/chromebook technology for research, targeted interventions, and composition.
2. Expand student support through the use of tutoring before and after school.
3. Teacher need additional support including instructional coaching, professional learning communities, vertical teaming, and data analysis.
4. Professional development must be provided to assure implementation of curriculum
5. Students need direct instruction in tested content to close gaps in knowledge of curriculum.
6. Assure the utilization of English Language Proficiency Standards in each class.
7. More teachers need to become ESL/Bilingual certified to meet the needs of our ESL students. Some students are not labeled ESL but may have language acquisition issues nonetheless.
8. Continue parental involvement efforts through PTO, volunteers, and community outreach.
9. Increase the use of TEKS Resources, TexGuide and Eduphoria for monitoring and analyzing benchmark assessment results and STAAR data.
10. Provide a quality summer school program for students who have failed STAAR.
11. Educate parents and students on technology resources provided by the district that are available outside of school for academic support.
12. A specific protocol needs to be established and implemented for accelerated completion of course requirements to prevent/address drop-out situations.

School Culture, Climate, and Organization

The following data were reviewed in relation to School Culture, Climate, and Organization: Campus

Snapshots

Title I Parent Survey Results

Principal and teacher observations

Site-Based Decision Making Committee Meeting Minutes

Upon review of these data, several findings were noted. These findings include:

Consider motivational speakers for students.

Teachers and all staff must be positive role models for students.

Encouraging collaboration among teachers is important(PLC's). There is some danger of professional isolation because there are so few teachers at each grade-level and subject.

Celebrate, Encourage, and Support Desirable Behavior and Good Character.

"A Birthday for You" and other social celebrations orchestrated by the social committee was successful at maintaining/boosting morale among staff. Have staff luncheons periodically.

Areas of need include:

Athletes/Student Leaders need to serve as positive role models for younger students.

Band needs improvement, new instruments are needed.

Engage in bullying awareness. This needs to be accompanied by immediate and appropriate consequences for bullying behavior. Increased accountability for staff is needed for supervision of students especially in hallways.

Strong awards assembly, prizes, and opportunities to volunteer.

Booster clubs need to collaborate to achieve extra-curricular excellence.

Positive, encouraging messages to students, staff and community.

Counseling provided to students.

Implementation of motivational awareness to educated students on high-risk behaviors.

Staff Quality, Recruitment, and Retention

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

Education Service Center Teacher Training Records

Academic Excellence Indicator System [AEIS] results

PEIMS staffing reports

Campus Snapshot

Staff Feedback

Staff Survey

Upon review of these data, several findings were noted. These findings include:

District strengths include a history of supporting training for all staff in areas that they identify as needed; a history of providing monetary support to staff that become ESL or Special Education certified.

Students and Staff are proud of the facilities and take good care of them.

Attend job fairs in to broaden recruiting of hard-to-staff areas (Math, English Language Arts, Social Studies and Science)

Continue to strengthen professional development program. Continue instructional coaching.
Beginning teachers need strong mentors.

Areas of need include:

Provide instructional materials to support teachers pursuing additional certifications.

Train and support new teacher mentors.

Increase follow-up after teacher training to insure utilization/development.

Request more on-line training from Region 15. All teachers need to be appropriately certified. Additional support is needed for new teachers.

Curriculum, Instruction and Assessment

The following data were reviewed in relation to Curriculum, Instruction and Assessment:

Foundation curriculum documents

Site-based decision-making input Lesson plans

Upon review of these data, several findings were noted. These findings include:

Refinement and review of Foundation Curriculum is needed to ensure comprehensive TEKS coverage, specificity, updates according to new instructional material, assessment, and best practices. A more-high yield strategies need to be articulated.

A Curriculum Management Plan is needed to continually clarify, update, improve, and monitor implementation of quality curriculum. Edgenuity will be used for credit recovery and acceleration efforts.

Training for Study island, Into Reading, Saxon Math is needed.

Additional training is needed focused on best practices in instruction.

Specific strategies and evaluation of our math program must take place.

Eduphoria needs to be increasingly utilized to provide feedback to inform instruction.

Areas of need include:

A thorough review of the curriculum is needed (peer review)

A professional development plan is needed that is focused on quality instructional practices.

TEKS Resource System is needed to give support to teachers and continued development of RISD Foundation Curriculum. An

Interventionist/Region 15 specialist is needed to give additional targeted instruction in math and reading to struggling students.

Family and Community Involvement

The following data were reviewed in relation to Family and Community Involvement:

Sign-In sheets from parental involvement activities

Site-based Decision-making input

Community and student survey results

Upon review of these data, several findings were noted. These findings include:
Strengths include strong parental support. The school is regarded as the center of the community.
More positive parental contact is needed.
Parents need to be encouraged to use Ascender to monitor student assignments and averages. Students need counseling in areas other than academics.

Areas of need include:
Continue PTO activities
Hold Meet the Teacher
Orientation needs to be held per grade level, through MS.
Use Facebook to promote school activities and learning.
More involvement in PTO and band boosters is needed.
Enlist help of the community volunteers to provide educational opportunities for college and workforce readiness. Continue to increase parental contact.

School Context & Organization

The following data were reviewed in relation to School Context & Organization:

Surveys
Site-based Decision-making input
Schedules and calendars
Extra-curricular code of Conduct
Student Handbook
Student Code of Conduct
Substitute Handbook
Cheerleader constitution
Committees
District-wide Improvement Council activities

Upon review of these data, several findings were noted. These findings include:
Strengths include small class sizes and adequate technology backbone and a community library. Students who failed an STAAR/EOC need additional support.

Areas of need include:
Encourage teachers to collaborate and plan together.
Use committees to address problems and develop programs.
Continued improvement of communication needs to remain a focus.

Technology

The following data were reviewed in relation to Technology:

TECHNOLOGY

Servers, file, e-mail storage and applicators

Desktop Computers

Laptop Computers with carts

Chromebooks Computers with carts

Data Backbone

Network Switches

Network Printers

Smart Board Technology (Interactive Whiteboards)

VIEWSONIC MONITORS

Increased Network Bandwidth (Dual Band Ac WLS AP, AP MGMT Ruckus AP, End U Watchdogs SUP,SZ100 4X1GIGE)

Upon review of these data, several findings were noted. These findings include:

Upgrades to existing technology is needed including projectors, computers, boards, sound systems and COWS.

There is a need for increased wireless technology in classrooms to increase and enhance learning experiences for students.

The desktop computers in classrooms and labs need to be upgraded. They are outdated and need to be upgraded to increase speed and capability.

Areas of need include:

Replace Smart-Boards w/ Viewsonic Monitors in the classrooms and provide additional training and demonstrations.

Use Study Island as a intervention tool. Additional training is needed.

Update projectors (ceiling-mounted) in needed rooms.

Online courses are needed to provide flexibility and additional support due to limited options in scheduling.

Upgrades to computers.

Grade Level	2015-2016	2016-2017		2017-2018		2018-2019		2019-2020	2020-2021	COMMENTS
READING										
3	73%	68%		84%		57%		???	32%/18/0	22 students (11 per class)
4	65%	69%		50%		67%		???	27%/18/0	Lowest performing group (11 students)
5	75%	91%		75%		70%		???	44%/32/24	13% decrease in Approaches
6	79%	67%		73%		35%		???	36%/0/0	31% decrease in Approaches (11 students)
7	75%	76%		85%		68%		???	41%/24/18	29% decrease in Approaches
8	92%	90%		100%		94%		???	60%/35/10	25% increase in Approaches
MATH										
3	67%	77%		74%		43%		???	32%/5/0	22 students (11 per class)
4	39%	47%		50%		33%		???	9%/0/0	Lowest performing group (11 students)
5	57%	65%		71%		61%		???	40%/16/12	3% decrease in Approaches
6	*	78%		60%		35%		???	55%/0/0	22% increase in Approaches (11 students)
7	45%	68%		94%		67%		???	24%/6/0	37% decrease in Approaches
8	67%	58%		76%		85%		???	15%/5/0	20% decrease in Approaches
WRITING										
4	58%	59%		18%		20%		???	36%/9/0	Writing is usually the lowest scoring area
7	80%	68%		75%		60%		???	50%/11/0	Writing is usually the lowest scoring area
SCIENCE										
5	60%	87%		57%		39%		???	46%/21/4	Same as Reading (These kids knew the content)
8	85%	75%		43%		71%		???	60%/10/0	Same as Reading (These kids knew the content)
SOCIAL STUDIES										
8	58%	30%		52%		82%		???	15%/5/0	Did not know the content
EOC	2015-2016	2016-2017		2017-2018		2018-2019		2019-2020	2020-2021	
ENGLISH 1	64%	53%		*		37%		???	83%/61/17	
ENGLISH 2	78%	63%		*		52%		???	90%/75/5	
ALGEBRA 1	63%	75%		*		61%		???	38%/8/0	Only half the class
BIOLOGY	94%	73%		*		63%		???	79%/38/17	
US HISTORY	80%	94%		*		85%		???	95%/52/5	
All Subjects	66%	71%		67%		58%		NA		

**Rocksprings Independent School District
Areas to Celebrate**

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Study Island early reading intervention Interventionist support on targeted HOT skills and foundational reading for struggling students. Additional one-on-one and small group support during RTI for struggling students. Into Reading (HMH)	Results from assessments on Study Island, TPRI, Accelerated Reader and STAAR improvement in 3 rd to EOC's
		Writing	Intensive focus on writing in middle grades Into Reading and Writing (HMH)	STAAR-improvement in 4 th , 7 th and ELA
		Math	Saxon Math TEKS Resource Study Island This is a severe area of concern for middle school Use of Edgenuity	STAAR-improvement in 3 rd to EOC's
		Science	Teacher-developed unit plans Discovery Education TEKS Resources	STAAR-improvement in 5 th , 8 th and Biology
		Social Studies	This is a severe area of concern for middle school	STAAR-improvement 8 th
	Subgroups	All	Improve State testing scores at all levels	
		Hispanic		
	Social/ Emotional	Discipline	Continue to improve student behavior	Staff has been trained during the summer months.
		Extracurricular	Boys' and Girls' varsity made basketball playoffs. State individual Qualifier in Cross Country, FFA Range Team-State	Attending State, Regionals and District Contest
		Other	Counseling available KSTAR and District Counselor	Students participating in counseling on a regular basis.

Teachers	Professional Development/ Teacher Evaluation	Teachers participated in summer staff development through Region XV. Teacher completing book studies on teaching and leadership. Teachers introduced to the Rocksprings Evaluation and Training Tool (RETT) – this is a new teacher evaluation adopted by the district. It emphasizes the Fundamental 5. .	A number of teachers completed the four days of training during the summer. K-3 Teachers enrolled in Reading Academy
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STP	Area	Indicator	Description of Activity	Evidence of Success
	New Staff		Teachers are assigned mentors and provided with new teacher orientation and training.	Staff survey suggest instructional coaching is beneficial to most of the participants.
	Retention		Retaining qualified teachers is a high priority.	Lowering teacher turnover rate
	Qualification		Hiring certified personnel is a priority (9 uncertified staff in 2020-21). This year, all staff are certified.	
Parents	Participation		Parents are participating in high numbers. Meet the Teacher & Open house Title 1 meeting-highlights	Parents participated in Virtual Open House with Administrators
	Communication		The District is providing a yearly calendar to parents to increase communication. Articles are published in the newspapers. We use Facebook, Remind and the District website to increase communication. Also, School reach is being used to communicate about important events.	Mail outs, post to social media, teachers using remind to communicate with parents

Rocksprings Independent School District Goal Summary

- Goal 1:** A strong instructional focus will result in all student groups making annual improvement towards advanced performance in Mathematics.
- Goal 2:** An intense instructional focus will result in all student groups making annual improvement towards advanced performance in Science.
- Goal 3:** An intense instructional focus will result in all student groups making annual improvement towards advanced performance in Reading and English Language Arts.
- Goal 4:** Instructional focus will result in all student groups making annual improvement towards advanced performance in the Social Studies.
- Goal 5:** An intense instructional focus on writing will result in all student groups making annual improvement toward advanced performance in Writing.
- Goal 6:** A comprehensive curriculum management plan will be sustained for all students: a feasible, rigorous, and precise set of curriculum student expectations aligned to high stakes assessments
- Goal 7:** Infuse technology into engaging teaching and learning experiences which foster authentic learning that will be relevant to students in the 21st century.
- Goal 8:** Increase parent and community involvement with the school.
- Goal 9:** RISD will support each student on the path to successful high school completion and college/career readiness.
- Goal 10:** Provide a safe, healthy, secure and orderly environment throughout the district for students, staff, parents and patrons of Rocksprings ISD.
- Goal 11:** Maintain fiscal responsibility and improve facilities to fulfill the vision, mission of the district.
- Goal 12:** Recruit and retain qualified teachers.

DIP - PART 1

2021-22 District/Campus Improvement Plan for Rocksprings Independent School District

Area of Focus: Mathematics

Goal 1: Mathematics

Goal 1: A strong instructional focus will result in all student groups making annual improvement towards advanced performance in Mathematics.
Objectives: The mathematics faculty of RISD will:

1. Maintain high academic expectations for mathematics achievement.
2. Provide quality instruction in mathematics by maintaining time on task.
3. Provide opportunities for re-teaching, computer-assisted instruction, and additional learning time as needed.
4. Collaborate to improve curriculum, instruction, and assessment.
5. Communicate with parents to provide awareness and support for struggling students.
6. Seek professional development and continue to grow as a math teacher.

Summative Evaluation: Index I: The number of students passing STAAR mathematics (grades 3-9) will increase to at least 60% with 25% achieving Level II Meets status.
Index II: The number of student at Level III Masters status will be at least 15%.
Index III: Students will demonstrate adequate yearly progress in mathematics.

Strategies	Priority #1	Person(s) Responsible	Resources	Timeline	Formative Evaluation
<p>Philosophy of Curriculum: Rocksprings ISD supports an Essentialist philosophy of curriculum. Essentialism emphasizes traditional subject matter, thorough teaching, and high academic achievement. Basic computational skills will be emphasized at all grade levels. Analytical thinking skills will be taught to prepare students for Algebra, Geometry, Algebra 2, Math Models, and Pre-Calculus.</p> <p>Rocksprings Foundation Curriculum: Each math teacher will enter units of instruction into lesson plans using the Texas Essential Knowledge and Skills, local text resources, and supplemental materials. This teacher-driven curriculum development tool will be used to update and revise the math curriculum on an annual basis. The required elements of the unit plans will be the TEKS, Key Understandings, Instructional Procedures, Resources, and Assessments.</p>		Superintendent Principals Teacher	TESCC/Region XV; Region XV Staff Development; Consultants-Title Funds Instructional Coach TEKS Resource	August 2021 - June 2022	Walk-throughs Observations Principals 'reports Unit Assessments Plan book Lesson Plans
Models of Instruction: Follow TEKS Resource Scope and Sequence to offer standards driven instruction. There will be a focus on high-yield teaching strategies.		Principals Teachers	TEKS Resource System	August 2021 - June 2022	Walk-throughs Observations Principals' reports Lesson Plans

Strategies	Priority #2	Person(s) Responsible	Resources	Timeline	Formative Evaluation
Benchmark Testing: Administer six-weeks tests and a benchmark test in December and an additional benchmark in March. Utilize benchmark data using Eduphoria to monitor progress toward STAAR readiness.		Superintendent Principals Teachers	Title 1(A) Benchmark tests Cambium- State Assessments	August 2021- May 2022	Benchmark Results Unit Test Results

Computer-Assisted Instruction: Study Island Math will be used to support math instruction. Edgenuity will be available for credit recovery.		Principals Teachers	Title 1(A) Funds: Chromebooks Computer Lab Classroom Computers Lending Laptops Study Island Calculators	August 2021 - June 2022	Computer Assessments
Parent Orientation: A parent orientation will be conducted within the first six weeks of school for each grade in math.		Principal Teachers	Function 61 Funds Parent Compact Title 1 Support Staff	September 2021	Sign-In Sheets Parent Survey
Ascend will be made available in preparation for the spring testing season.		Principal Teachers	Ascend	August 2021 - June 2022	Unit Plans will reflect use of supplemental materials Benchmark Results
Summer Staff Development/Comp Days: Teachers who are responsible for Math instruction will attend a math training determined by administration at ESC XV.		Superintendent Principals Teacher	Title 1(A) Funds: Travel ESC XV Math Specialists ESSER 2 Funds	June 2021-August 2022	Certificates of Completion
Summer School/Credit Recovery: Provide summer school for students who were not successful on the STAAR Math test; provide credit recovery to students who need to regain HS credit in math; provide meals through child nutrition's Seamless Summer Option.		Superintendent Principals Teachers Aides Cafeteria Manager	Title 1(A) Funds SSI Grant Funds Child Nutrition Seamless Summer Option Discovery Education Study Island ESSER 3 Funds	June 2021 - July 2022	TEA Released Tests Study Island Assessments Cafeteria Records Discovery Ed
Tutorials: Math tutorials will be provided on an as-needed basis to assist struggling students. RTI- Study Island and other resources		Principals Teachers	SSI Grant Funds Title 1(A) Funds Compensatory Ed. Funds ESSER 3 Funds	August 2021 – June 2022	Student Grades STAAR Results

Strategies	Priority #3	Person(s) Responsible	Resources	Timeline	Formative Evaluation
Professional Learning Communities: meet to learn strategies for teaching mathematics and vertically align, data analysis, assessment validation, and other topics relevant to improving academic achievement.		Superintendent Principals Math Teachers	Title 1(A) Funds Eduphoria Aware Curriculum Review Protocol ESC 15 Title 1 funds SD days in Calendar	August 2021– June 2022	Teacher Evaluations of PLC
Response to Intervention: Student progress will be monitored using Renaissance Star Math assessment. Intervention will be provided to below level students.		Superintendent Principals Math Teachers	Renaissance Star Math Title 1A Funds Tutoring/Small Group Study Island Discovery Education ESSER 3 Funds	August 2021 - June 2022	Unit Assessments Benchmark Assessments Renaissance Star Math Intervention Groups STAAR Results Study Island
An additional math class will be provided for Junior High and Algebra 1 during the school day.		Principal	Teachers	August 2021 - June 2022	Master Schedule
Create unit assessments and evaluate scores to inform instruction and additional support for struggling learners.		Math Teachers	TEKS Resource System Eduphoria Tex Guide	August 2021 - June 2022	Unit Assessment Data
Closely monitor progression of Scope and Sequence throughout the school year.		Math Teachers Principal	TEKS Resource System TexGuide	TEKS Resource System	Lesson Plans Unit Plans
Mandatory tutorials for students struggling with grades or benchmark performance		Math Teachers	General Ed Funds ESSER 3 Funds	TEKS Resource System	Tutorial Sign-In sheets

2021-22 District/Campus Improvement Plan for Rocksprings Independent School District

Area of Focus: Science

Goal 2: Science

Goal 2: An intense instructional focus will result in all student groups making annual improvement towards advanced performance in Science.

Objectives: The District will make measurable progress in closing the gap between all student groups including economically disadvantaged, all students, Hispanic, and white in science.

Summative Evaluation: Move the STAAR Science passing rate to 60% in 5th grade, 80% in 8th grade, and 90% in Biology.

Strategies	Priority #1	Person(s) Responsible	Resources	Timeline	Formative Evaluation
<p>Philosophy of Curriculum: Rocksprings ISD supports an Essentialist philosophy of curriculum. Essentialism emphasizes traditional subject matter, thorough teaching, and high academic achievement. Basic research skills will be emphasized at all grade levels.</p> <p>Rocksprings Foundation Curriculum: Each science teacher will enter units of instruction into TEKS Resource using the Texas Essential Knowledge and Skills, local text resources, and supplemental materials. This teacher-driven curriculum development tool will be used to update and revise the science curriculum on an annual basis. The required elements of the unit plans will be the TEKS, Key Understandings, Instructional Procedures, Resources, and Assessments.</p>		Superintendent Principals Teachers	Eduphoria Title 1(A) Funds Consultants Staff Development	August 2021- May 2022	Walk-throughs Observations Principals' reports Unit Plans Discovery Ed
Models of Instruction: Follow TEKS Resource Scope and Sequence to offer standards driven instruction. There will be a focus on high-yield teaching strategies.		Principals Teachers	5E Cycle TEKS Resource System TexGuide	August 2021- May 2022	Walk-throughs observations, Principals' reports Unit Plans

Lab Experiences: Continue to provide weekly hands-on lab experiences for elementary and high school students in science using the Discovery Education curriculum. Provide hands on science instruction at all levels.		Teachers	Title 1(A) Funds; Science lab materials Science consumables	August 2021- May 2022	Walk-throughs, observations, Principals' reports Lesson plans
Academic Vocabulary: Teachers will maintain a vocabulary focus journals to review and reinforce key science vocabulary.		Teachers	Science Vocabulary Lists AIMS Science TexGuide	August 2021- May 2022	Walk-throughs Observations Unit Plans

Strategies	Priority #2	Person(s) Responsible	Resources	Timeline	Formative Evaluation
Local Science Fair: A science fair will be held in the Spring of 2021.		Principal Teachers	Title 1(A) Funds; Parental Involvement Funds	Spring 2022	Sign-in sheets Parent survey
Benchmark Testing: Administer six-weeks tests and a benchmark test in December and an additional benchmark in March. Utilize benchmark data using Eduphoria to monitor progress toward STAAR readiness.		Superintendent Principals Teachers	Title 1(A) Benchmark tests	August 2021- May 2022	Benchmark Results Unit Test Results
Summer School/Credit Recovery: The district will provide summer school to those who fail science classes and/or the Biology EOC.		Principals Teachers	Title 1(A) Funds Compensatory Ed. Funds Edgenuity Computer Lab Child Nutrition SSO USDA Funds ESSER 3 Funds	June 2021-July 2022	Grad Point Released Tests EOC Retakes
Science Conferences: Teachers will attend professional development in a conference format to receive intensive training in science methods and content.		Superintendent Principals Teachers	Title 1(A) Funds CAMT District Transportation	August 2021- May 2022	Conference attendance documentation Sharing new learning at staff meetings with peers.
Tutorials: Science tutorials will be provided to assist struggling students.		Principals Teachers	SSI Grant Funds Measuring up ESSER 3 Funds	August 2021- May 2022	Course grades Unit Test Grades STAAR Results I-Station intervention Reports

Professional Learning Community: The science teachers will collaborate to discuss teaching strategies, vertically align content, data analysis, assessment validation, and other topics as needed.		Superintendent Principals Science Teachers	Title 1(A) Funds Consultants 5E's	August 2021- May 2022	Teacher Evaluation of Collaboration
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2021-2022 District/Campus Improvement Plan for Rocksprings Independent School District
Area of Focus: Reading/English Language Arts

Goal 3: Reading/ELA

Goal 3:	An intense instructional focus will result in all student groups making annual improvement towards advanced performance in Reading and English Language Arts.
Objectives:	The District will make measurable progress in closing the gap between all student groups including economically disadvantaged, all students, Hispanic, and white in Reading/English Language Arts.
Summative Evaluation:	Index 1: The STAAR Reading passing rate (grades 3-8) will be 60% at all grade levels with 35% achieving Level II Meets status. Index 2: The number of student at Level III Masters status will be at least 15%. Index 3: The passing rate on the English 1 and English 2 EOC will be 95%

Strategies	Priority #1	Person(s) Responsible	Resources	Timeline	Formative Evaluation
<p>Philosophy of Curriculum: Rocksprings ISD supports an Essentialist philosophy of curriculum. Essentialism emphasizes traditional subject matter, thorough teaching, and high academic achievement. In the discipline of Reading and Language Arts, emphasis will be placed on phonics, spelling, and handwriting in the early grades. In secondary grades, students will become familiar with American and British classic literature.</p> <p>Rocksprings Foundation Curriculum: Each language arts teacher will enter units of instruction into TEKS Resource using the Texas Essential Knowledge and Skills, local text resources, and supplemental materials. This teacher-driven curriculum development tool will be used to update and revise the math curriculum on an annual basis. The required elements of the unit plans will be the TEKS, Key Understandings, Instructional Procedures, Resources, and Assessments.</p>		Superintendent Principals Teachers	<p>Eduphoria</p> <p>Region XV Instructional Coaches-Title 1 Funds Consultants</p> <p>PLCS/Vertical Teams</p>	August 2021- May 2022	Walk-throughs; Observations; Principals' reports; Unit Assessments Lesson Plans

<p>Model of Instruction: To teach Reading and Language Arts, Rocksprings ISD uses the HMH Reading model and Reading Academy to guide instruction.</p> <p>Key Features: The Into Reading provides instruction in the 5 major areas of literacy: Word Analysis, Comprehension, Vocabulary Development, Writing and Speaking.</p>		Principals Teachers	Lesson Plans Planner	August 2021- May 2022	Walk-throughs, Observations, Principals' reports Unit Plans
Academic Vocabulary: ELA/Reading Teachers will use word walls to reinforce high-frequency/high-utility words for writing. Teachers will use ELL readers to enhance understanding.		Principals Teachers	Reading and spelling vocabulary	August 2021- May 2022	Walk-throughs, Observations, Principals' reports
Writing Instruction: The ELA teachers will meet to collaborate and align the writing process to assure continuity among the grade levels.		Principals Teachers	Writing Process Portfolios SD days in calendar	August 2021- May 2022	Student writing samples Writing benchmarks Unit Plans

Strategies	Priority #2	Person(s) Responsible	Resources	Timeline	Formative Evaluation
<p>There will be a focus on writing throughout all content areas. (FUNDAMENTAL 5 WRITING COMPONENT)</p>		Principals Teachers	Professional Development	August 2021- May 2022	Walk-throughs, observations, student writing samples, Unit Plans
Integrate community activities into core classes (ex: writing assignments)		Teachers	Volunteer Fire Department FFA/4H Election Resources	August 2021- May 2022	student writing samples Unit Plans
<p>Grades K-8: Continue Saxon Phonics to build phonemic awareness and decoding skills and incorporating into Reading.</p> <p>Note: Saxon Phonics is intended to be delivered in addition to Guided Reading/ELA lessons. It is a useful program because it equips students with synthetic decoding skills in a systematic manner. In working with disadvantaged students, Saxon Phonics is an insurance policy that all children will learn beginning reading skills.</p>		Teachers	Title 1(A) Funds Saxon Kit Posters Worksheets Really Great Reading Countdown Into Reading Brain Pop Accelerated Reader	August 2021- May 2022	Saxon lesson Assessments I-Station Data Texas Primary Reading Inventory
<p>Accelerated Reader: All students will participate in the AR reading program k-8 to promote fluency, comprehension, and enjoyment in reading.</p>		Teachers Librarian/AP	Gilmer Library Incentives	August 2021- May 2022	Renaissance Star Assessments STAAR test scores

STAAR Coach/Measuring Up/Motivation Reading: Provide test prep materials to facilitate STAAR readiness.		Principal Teachers	Title 1(A) STAAR Coach/ Measuring Up/ Motivation Reading/ Study Island	August 2021- May 2022	Unit/Objective Tests Benchmark Tests
Early Reading: Continue I-Station for all elementary grades. Monitor reading development and provide interventions.		Principal Teachers Title I Aides	I-Station Software Computer Hardware Title 1(A) Title Aides	August 2021- May 2022	I-Station Tier Data Texas Primary Reading Inventory
Summer School/Credit Recovery Provide summer classes for students who were unsuccessful on the STAAR Reading/ELA test or need to recover lost High School credit.		Superintendent Principal Teachers	Title 1(A) Study Island Edgenuity ESSER 3 Funds	June 2021-July 2022	Study Island Assessments Practice Tests Grad Point

Strategies	Priority #3	Person(s) Responsible	Resources	Timeline	Formative Evaluation
Summer Conferences and/or workshops: Teachers and aides will attend summer training and/or conferences to earn comp days for the next year.		Superintendent Principals Teachers	Title 1(A) Funds ESC XV District Transportation	August 2022	Workshop Attendance Certificates
Benchmark Testing: Administer six-weeks tests and a benchmark test in December and an additional benchmark in March. Utilize benchmark data using Eduphoria to monitor progress toward STAAR readiness.		Superintendent Principals Teachers	Title 1(A) Benchmark tests	August 2021- May 2022	Benchmark Results Unit Test Results
Tutorials: Reading and language arts tutorials will be provided to assist struggling students. Extended Day: Additional time after school will be required of students in Grades 6-12 who are missing assignments that are causing them to fail.		Superintendent Principals Teachers Aides	Title 1(A) ESSER 3 Funds	August 2021- May 2022	Class grades Unit Tests Failure List Extended Day attendance list

2021-22 District/Campus Improvement Plan for Rocksprings Independent School District

Area of Focus: Social Studies

Goal 4: Social Studies

Goal 4:	Instructional focus will result in all student groups making annual improvement towards advanced performance in the Social Studies.
Objectives	The District will make measurable progress in closing the gap between all student groups including economically disadvantaged, all students, Hispanic, and white in social studies.
Summative Evaluation:	Increase the Social Studies STAAR passing rate to 60% in 8 th grade and 100% in the US History EOC.

Strategies	Priority #	Person(s) Responsible	Resources	Timeline	Formative Evaluation
<p>Philosophy of Curriculum: Rocksprings ISD supports an Essentialist philosophy of curriculum. Essentialism emphasizes traditional subject matter, thorough teaching, and high academic achievement. In the discipline of Social Studies, emphasis will be placed on the U.S. Constitution and the free enterprise system of economics.</p> <p>Rocksprings Foundation Curriculum: Each social studies teacher will enter units of instruction into TEKS Resource using the Texas Essential Knowledge and Skills, local text resources, and supplemental materials. This teacher-driven curriculum development tool will be used to update and revise the math curriculum on an annual basis. The required elements of the unit plans will be the TEKS, Key Understandings, Instructional Procedures, Resources, and Assessments.</p>		Superintendent, Principals, Teachers	<p>Title 1(A) Funds</p> <p>ESC XV Region XV Staff Development Instructional Coaches Consultants-Title 1 Funds Eduphoria TEKS Resources</p>	August 2021- May 2022	<p>Walk-throughs Observations Unit Assessments Unit Plans</p>
Models of Instruction: Follow TEKS Resource Scope and Sequence to offer standards driven instruction. There will be a focus on high-yield teaching strategies.		Principals Teachers	5E model	August 2021- May 2022	<p>Walk-throughs observations Unit plans</p>
Current Events: Students will regularly write about current events. Patriotism will be explicitly taught.		Principals Teachers	<p>Paper Newspapers Internet Articles Veteran's Day</p>	August 2021- May 2022	<p>Writing portfolios Bulletin board displays</p>

STAAR Coach: Continue to provide direct instruction in tested content to close gaps in academic achievement in social studies.		Superintendent Principals Teachers	STAAR Coach or STAAR Master as needed Title 1(A) funds	August 2021 - May 2022	Benchmark Assessments STAAR Results
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Strategies	Priority #	Person(s) Responsible	Resources	Timeline	Formative Evaluation
Tutorials: Teachers will provide students with tutorials to assist struggling students in social studies.		Superintendent Principals Teachers	EOC/STAAR Coach/Measuring Up Title 1(A)	August 2021- May 2022	Benchmark Scores Objective Tests
Provide summer school and credit recovery program to students who need to recover lost High School credit in social studies through Edgenuity.		Superintendent Principals Teachers	Edgenuity Computer Lab	June 2021-July 2022	Edgenuity Released Tests
Benchmark Testing: Administer six-weeks tests and a benchmark test in December and an additional benchmark in March. Utilize benchmark data using Eduphoria to monitor progress toward STAAR readiness.		Superintendent Principals Teachers	Title 1(A) Benchmark tests	August 2021- May 2022	Benchmark Results Unit Test Results
Summer staff development: Social Studies teachers will attend summer training relevant to their assignments		Superintendent Principals Teachers	ESC XV	June 2021 --August 2021	Workshop attendance certificates
Professional Learning Community: Social Studies teachers will collaborate to gain new teaching strategies, align curriculum, conduct data analysis, and assessment validation, as well as other essential skills.		Superintendent Principals Teachers	Title 1(A) Funds	August 2021- May 2022	Teacher Evaluations of PLC Administrative review

Advanced Academic Services: Whenever possible, advanced courses in History will be offered online through the Texas Virtual Schools Network (TXVSN). Dual Credit will be encouraged and facilitate. The Texas Virtual Schools Network will provide students the option to take advanced courses on-line.		Superintendent Counselor Principal	High School allotment funds DC/TXVSN Teacher Counselor	August 2021- May 2022	TXVSN Grades Student Evaluations
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2021-22 District/Campus Improvement Plan for Rocksprings Independent School District
Area of Focus: Writing
Goal 5: Writing

Goal 5:
Objectives

An intense instructional focus on writing will result in all student groups making annual improvement toward advanced performance in Writing.

The District will make measurable progress in closing the gap between all student groups including economically disadvantaged, all students, Hispanic, and white in Writing.

Summative Evaluation:

The STAAR results in reading will reflect an emphasis on writing in grades 3-10.

Strategies	Priority #	Person(s) Responsible	Resources	Timeline	Formative Evaluation
<p>Philosophy of Curriculum: Rocksprings ISD supports an Essentialist philosophy of curriculum. Essentialism emphasizes traditional subject matter, thorough teaching, and high academic achievement. In the area of writing, teachers will emphasize writing for a variety of purposes and to various audiences.</p> <p>Rocksprings Foundation Curriculum: Each language arts teacher will enter units of instruction into TEKS Resource system using the Texas Essential Knowledge and Skills, local text resources, and supplemental materials. This teacher-driven curriculum development tool will be used to update and revise the writing curriculum on an annual basis. The required elements of the unit plans will be the TEKS, Key Understandings, Instructional Procedures, Resources, and Assessments.</p>		Superintendent Principal Teachers	TEKS Resources Eduphoria Region XV ESC	August 2021- May 2022	Writing Portfolios TELPAS

Vocabulary Instruction: Teachers will use word walls to teach and encourage students to expand vocabulary and word choice in writing and speaking.		Principals Teachers	High Frequency word list Word Walls	August 2021- May 2022	Word Wall Use Vocabulary Usage Writing Samples
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Strategies	Priority #	Person(s) Responsible	Resources	Timeline	Formative Evaluation
<p>Writing Genres: Teach students to write for a variety of purposes in accordance with grade appropriate TEKS.</p> <p>How-to Descriptive Letter Persuasive Comparison/Contrast Narrative Expository Technical</p>		Principals Teachers	Staff Development Writing Formulas Vertical Teams	August 2021- May 2022	Writing Portfolios Released Writing Test Benchmark Results Voice & Style Analysis
Current Events: Students will integrate current events into classroom writing. An emphasis will be placed on student self-expression and voice in writing. Students will develop confidence in their ability to write effectively on a variety of topics.		Principals Teachers	Newspapers Magazines Internet Web-Quests Library resources	August 2021- May 2022	Writing Portfolios TELPAS writing samples

2021-22 District Improvement Plan for Rocksprings ISD

Goal 6

Goal 6: A comprehensive curriculum management plan will be sustained for all students: a feasible, rigorous, and precise set of curriculum student expectations aligned to high stakes assessments.

Objectives Map and develop the Rocksprings Foundation Curriculum utilizing TEKS Resource System and teacher created lesson plans.
Continue professional growth opportunities and utilization of TEKS Resource curriculum management system in the core subject areas.
RISD will increase the number of students scoring at or above the state criterion for higher education readiness.
Meet or exceed the State requirements on the accountability indexes: Student Achievement, Student Progress, Closing the Gaps, and Postsecondary Readiness

Summative Evaluation:

Strategies	Priority #1	Person(s) Responsible	Resources	Timeline	Formative Evaluation
Curriculum Development: Teachers work in content area groups to plan, review and support creation of the Rocksprings Foundation Curriculum using TEKS Resource System as a guide.		Principals Core subject teachers TEKS Resource System	Title 1(A) Instructional Leadership Region XV ESC TEKS Resource Consultants PLC's	August 2021- May 2022	Sign-in sheets Teacher Evaluations of Collaboration Administrative Review
Teachers will participate in an annual curriculum evaluation process. The teachers will use a set of review standards to evaluate and suggest improvements of the Rocksprings Foundation Curriculum.		Superintendent Principals Teachers	Curriculum evaluation protocol Region XV ESC Title 1(A) Funds Stipends for curriculum evaluators	August 2021- May 2022	Sign-in sheets Meeting Agenda
ACT/SAT prep programs will be identified for students who seek to improve their college readiness.		HS Principal Counselor	State/local funds Technology resources High School Allotment	August 2021- May 2022	Students' score reports ACT/SAT Results
Juniors or seniors will take the either the ACT or the SAT Freshmen and Sophmores will take the PSAT		HS Principal Counselor	State/local funds Technology resources	Fall 2022	Student score reports

2021-22 District/Campus Improvement Plan for Rocksprings Independent School District

Freshman and Sophomores will take the PSAT. Sophomores will also take the TSI in the spring to prepare for dual credit classes their Junior year.		HS Principal Counselor	State/local funds Technology resources	August 2021- May 2022	Students' score reports
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Strategies	Priority #2	Person(s) Responsible	Resources	Timeline	Formative Evaluation
11th grade students will take the ASVAB		HS Principal Counselor	State provided materials	Fall 2022	Students' score reports
Philosophy of Curriculum: Rocksprings ISD supports Teach Like A Champion and 5E's emphasizes traditional subject matter, thorough teaching, and high academic achievement.		Superintendent Principals Counselor	TEKS Resource Curriculum Committees STAAR Coach/Measuring Products/STAAR Master	August 2021- May 2022	Unit Plans Curriculum Review Protocol
A TEKS and high yield strategies audit will be completed on Foundations Curriculum. Specificity of TEKS will be added utilizing support from TEKS Resource System.		HS Principal Teachers	TEKS Resource System	August 2021- May 2022	Curriculum Review
Training on provided programs and curriculum resources will be provided.		Principals		August 2021- May 2022	Sign-in sheets

2021-22 District/Campus Improvement Plan Rocksprings ISD

Goal 7

Goal 7

Infuse technology into engaging teaching and learning experiences which foster authentic learning that will be relevant to students in the 21st century.

Objectives

Technology will be utilized regularly during instructional time.

Teachers and students will become increasingly proficient with technology.

Online learning will be supported and available across the curriculum.

Teachers will evaluate their use of technology.

Student enrollment in on-line classes will increase.

Summative Evaluation:

Strategies	Priority #1	Person(s) Responsible	Resources	Timeline	Formative Evaluation
Develop and revise the comprehensive educational technology plan.		Technology Director ESC XV Weaver Technology	E-rate Funds title 1(A) Funds State funds Local funds	August 2021- May 2022	Document
Monitor technology integration through regular walk-throughs and teacher evaluations.		Principals	Title 1(A): Go Guardian Eduphoria software Google Admin	August 2021- May 2022	Walk-throughs Observations
Technology Upgrades: Purchase desktop computers and chromebooks and COWS to supplement Study Island, Gradpoint, Edgenuity and other supplemental skills programs. Upgrade technology for each teacher based on student and programmatic needs. This may include laptops/chromebooks, tablets, iPad, or other devices for the purpose of supplementing standard instruction and providing remedial assistance to students. Teachers will be consulted regarding their needs.		Superintendent Technology Director Principal	Title 1(A) Technology funds Federal funds Grant Program REAP ESSER 3 Funds	August 2021- May 2022	Technology review by Weaver Technology and Eddie Byrom Teacher technology survey

2021-22 District/Campus Improvement Plan for Rocksprings Independent School District

Goal 8

Goal 8 Increase parent and community involvement with the school.
Objectives Make the school a more inviting, non-threatening, and accessible place for parents to become a part of their child's education through positive interaction with professional staff.

Summative Evaluation: Increase in parent satisfaction rate as measured by survey methodology.

Strategies	Priority #1	Person(s) Responsible	Resources	Timeline	Formative Evaluation
Parent-Teacher-Organization (PTO) will continue to invite and support parental involvement.		Principal Parents	Fundraisers PTO parents	August 2021- May 2022	PTO Membership
Meet-the-Teacher Night & Title 1 Parent Orientation		Principals Teachers	Class information	August 2021	Sign-in sheets
Community Veteran's Day Program		Principals	Social Studies Classes	November 2021	Sign-in sheets
Christmas concert/Spring concert		Band Director	Band Refreshments	December 2021 & May 2022	Sign-in sheets
Library volunteers Librarian Aides		Librarian	Announcements Background checks Librarian Aids-Title 1 Funding	August 2021- May 2022	Number of volunteer hours registered
HS Awards and Academic Banquet FFA Banquet		Athletic Coordinator Sports Boosters Cheer Sponsor Ag Teacher	Sports boosters funds Fellowship Hall	May 2022	Attendance
Science Fair		Science Teachers	Presentation Boards Science Materials Parents	May 2022	Sign-in sheets

2021-22 District/Campus Improvement Plan for Rocksprings Independent School District

Conduct Parent Nights to build relationships, clarify expectations, and articulate ways in which parents can support their child's learning.		Teachers Principal	Supplies	August 2021- May 2022	Sign-in sheets
Pep Rallies		Cheer Sponsors Cheerleaders	Coaches Speakers	August 2021-November 2021	Attendance

Goal 9

Goal 9 Objectives

RISD will support each student on the path to successful high school completion and college/career readiness.
 The district will provide character education to strengthen student values and motivation to succeed.
 The district will address truancy and attendance issues.
 The district will use Compensatory Education, Title I, and Title II funds to support underachieving students.
 The district will address the needs of diverse learners including Gifted/Talented, ESL, and Career and Technology students.
 The district will prepare students to achieve their personal college and career goals.

RISD will meet or exceed the federal system safeguard standard for participation and graduation rates. RISD will meet or exceed the state standard for Accountability Index 4.

Summative Evaluation:

Strategies	Priority #1	Person(s) Responsible	Resources	Timeline	Formative Evaluation
Address the needs for Support Services and Home Instruction as needed as well as services for Pregnancy Related Services.		HS Principal Counselor	Edgenuity-Title 1 Funding Study Island	August 2021- May2022	Course Grades
Address academic needs of high school students with credit recovery and career counseling.		HS Principal Counselor	Edgenuity	August 2021- May 2022	Personal Graduation Plans Course Grades Transcripts

2021-22 District/Campus Improvement Plan for Rocksprings Independent School District

Addressing truancy issues through counseling and cooperative effort with law enforcement.		Truancy Officers Counselor School Resource Officer	Juvenile Probation Attendance Committee School counselor	August 2021- May 2022	Truancy Report
Provide after-school tutorial opportunities.		Principals Teachers	Study Island	August 2021- May 2022	Sign-in sheets Student grades
Increase enrollment and success in dual credit courses.		Counselor	Counselor Principal DC teacher	August 2021- May 2022	Enrollment numbers 9 th and 10 th graders will take courses to enhance growth from SWTJC

Goal 10

Goal 10:	Provide a safe, healthy, secure and orderly environment throughout the district for students, staff, parents and patrons of Rocksprings ISD.
Objectives:	Raise behavioral expectations during the instructional day, attendance at school functions and co-curricular/extra-curricular activities.
Summative Evaluation:	<p>Bullying and disciplinary situations will be dealt with according to policy.</p> <p>The extra-curricular code of conduct will be enforced.</p> <p>Student discipline and safety will improve.</p> <p>Counseling services will be made available for students who need them.</p>

Strategies	Priority #2	Person(s) Responsible	Resources	Timeline	Formative Evaluation
Special populations' disciplinary consequences and placements will mirror that of the general population and/or their BIP		Principals Menard Special Ed Coop	Menard Special Ed. co-op Consultant	August 2021- May 2022	Discipline records
Co/Extra-curricular code of conduct		Superintendent, School Board, Principals, Coaches, Sponsors	Eichelbaum, Wardell & Mehl, PC. Ad Hoc Committee on ECCC	August 2021- May 2022	Discipline records, coaches' & sponsors' records

2021-22 District/Campus Improvement Plan for Rocksprings Independent School District

Student Handbook		Superintendent, School Board, Principals	Eichelbaum, Wardell & Mehl, PC TASB model handbook	August 2021- May 2022	Signed receipt sheets, discipline records
Student Code of Conduct		Superintendent, School Board, Principals	Eichelbaum, Wardell & Mehl, PC	August 2021- May 2022	Signed receipt sheets, discipline records
Organizational constitutions		Coaches, Sponsors	Cheerleader Constitution	August 2021- May 2022	Signed receipt sheets, coaches' and sponsors' records
Anti-bullying discipline measures		Principals	Counselor Consultant-KSTAR	August 2021- May 2022	Discipline records, improved student
Installing Access Control for Staff/student protection		Principals Specialists	TEA: School Safety and Security Grants \$25,000.00	Spring 2021	Access Control and Camera monitoring to restrict who enters the building

Strategies	Priority #3	Person(s) Responsible	Resources	Timeline	Formative Evaluation
Drug/Alcohol prevention/awareness program; Utilize community resources.		Principals	Title 1(A) Funds Federal Funds Quad Counties Council	August 2021- May 2022	Sign-in sheets
Supplemental Counseling: The District will provide supplemental counseling services using Title 1(A) funds. This will include the therapy services offered through Ms. Tucker, as well as, KSTAR.		Principals Counselor Contract Counselors	Counselor-Title 1(A) Funds KSTAR Edwards County	August 2021- May 2022	Program Evaluation by Counselor
District does drug testing based on Board Policy and Student Code of Conduct		Superintendent Principal	funds	August 2021- May 2022	

2021-22 District/Campus Improvement Plan for Rocksprings Independent School District

Goal 11

Goal 11:

Maintain fiscal responsibility and improve facilities to fulfill the vision, mission of the district.

Objectives:

Utilize district facilities as stewards to meet the current and future needs of the district at or under budget.

Improve the appearance of the facilities.

Summative Evaluation:

Projects will be completed according to bid specifications.

FIRST Report will reflect superior achievement.

2020-2021 Audit will have a findings for improvement.

Strategies	Priority #1	Person(s) Responsible	Resources	Timeline	Formative Evaluation
Ag projects: Utilize Ag students to complete campus beautification projects		Ag teacher	State & Local Funds	August 2021- May 2022	Observations
Monitor budget status monthly		Superintendent Maintenance Supervisor	TXEIS Detail Comparison	August 2021- May 2022	Budget reports
Review the future plans to improve the current facilities. Complete new projects on campuses.		Superintendent Maintenance Supervisor	Local funds Facility Study	August 2021- May 2022	On going
Review Master Plan to assure a balanced budget for next year.		Superintendent School Board Community Patrons	ESC XV Consultants Region	August 2021- May 2022	Detail comparison in 2021-22 will reflect a balanced budget

2021-22 District/Campus Improvement Plan for Rocksprings Independent School District

Goal 12

Objectives: **Recruit and retain appropriately certified teachers and paraprofessionals**

Summative Evaluation: Turnover among professional staff will drop below 50%. We will support our teachers through mentoring, coaching and stipends for higher need positions.

Strategies	Priority #1	Person(s) Responsible	Resources	Timeline	Formative Evaluation
List job openings on Region XV and TASA websites		Superintendent	TASA membership	Spring/Summer 2021	Qualified and Certified Texas State Certification
Attend job fair for high-need areas		Principals	TASA membership Professional associations	Summer 2021	Qualified and Certified Texas State Certified
Provide district vehicles for professional development and/or district-related activities		Transportation Staff	State funds Local funds	August 2021- May 2022	Vehicle requisition requests, and Vehicle records
Provide stipends for extra duties, student success (determined by our current RETT growth model), and retention.		Superintendent School Board	State funds Local funds	August 2021- May 2022	Board Meeting Minutes, Payroll records
Teachers will receive professional development in the area of classroom management.		Superintendent Principals	Title 1(A) Book Studies Region 15 training	August 2021- May 2022	Survey to assess teacher satisfaction & growth in professional understanding. Discipline referrals
Teachers will attend summer staff development and professional conferences to increase knowledge of the curriculum and improve instructional strategy use.		Superintendent Principals Teachers	Title 1(A) Funds Local funds for non-core teachers	August 2021- May 2022	Conference and workshop attendance certificates.

Monitor continuous improvement plan for achieving TExES of all teachers		Superintendent Principals	State funds Local funds Alternative certification programs	August 2021- May 2022	Qualified and Certified Texas State Certification
Provide study materials for applicable TEXES test.		Principals	State funds Local funds	August 2021- May 2022	Qualified and Certified Texas State Certification

*** Legend**

District/Campus Improvement Plan

DIP PART II: ASSURANCE ADDENDUM

**Rocksprings Independent School District
Matthew Head, Principal
2021-22 District/Campus Improvement Plan
Rocksprings Independent School District**

Section A

Please indicate whether your District has met each of the below legal requirements for your District/Campus Improvement Plan by placing an "X" in the box next to the corresponding requirement.

X	Rocksprings Independent School District has met the legal requirements for District/Campus Improvement Planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the DIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable District performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the DIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the DIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.

X	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided the use of CEI reading program or Study Island for students identified as at-risk for reading difficulties.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
X	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
X	The use and implementation of Stimulus money will be monitored monthly.

DIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the District Performance Objectives Council		
Name of SBDM Member	Position	Signature
	Superintendent/Chairperson	
	K-12 Principal	
	Dean of Students/At-risk Coordinator	
	Teacher	
	Teacher	
	Aide	
	Librarian	
	Teacher/Sped Coordinator	
	Business Owner	
	Parent	
	Parent	
	Community Member	
	Business Owner	

DWIC Meetings* for 2021-22				
#	Date	Time	Location	Signature
1			Board Room, 201 N. Hwy. 377, RS,	
2			Board Room, 201 N. Hwy. 377, RS	
3			Board Room, 201 N. Hwy. 377, RS	

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the schools newly released AEIS statistics.

DIP PART II: ASSURANCE ADDENDUM

Section C

Please indicate whether your District has met each of the below legal requirements for your District/Campus Improvement Plan by placing an "X" in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
X	1) STAAR	For 2021-22, the percent of students reaching STAAR Performance levels will increase by the percent shown in DIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each Six-weeks test/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) STAAR Mastery Performance	For 2021-22, the percent of students reaching STAAR Mastery levels will increase by the percent shown in DIP Part I.	After each Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research proven strategies to promote students' deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2021-22, the percent of parents and community members attending VIPS meetings will increase by 10%.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2021-22, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
X	5) Violence Prevention	For 2021-22, the discipline referrals for offenses will be reduced by 10% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for.	Implement and monitor the school-wide safety and security plan.

X	6) Special Education	For 2021-22, the percent of students meeting ARD expectations will be at or above 85%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
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	Goal	Description	Formative	Summative	Strategy
X	7) Certified and Qualified Teacher	For 2021-22, the percent of qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet qualified standards.
X	8) Secondary Drop-out Prevention	For 2021-22, the dropout rate will be 0% or less with no student group exceeding 0%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2019-20 drop-out data will be reviewed as information becomes available.	Monitor school leaver's biweekly, contact parents, and implement intervention plans, including credit-recovery opportunities like Grad Point.
X	9) High School – Ninth Graders	The percent of 2021-22 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 95%.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
X	10) Foundation High School Program	For 2021-22, the percent of students who graduate with FHSP will be at or above 85%.	Each semester, prepare a list of students who have opted out of the FHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the FHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	11) High School – Advanced Courses and Dual Credit	For 2021-22, the percent of students who have completed at least one advanced course will be at or above 25%.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

X	13) High School – SAT/ACT Exams	For 2021-22, the percent of graduates who take SAT/ACT exams will be at 100%.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
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	Goal	Description	Formative	Summative	Strategy
X	14) High School CTE	- All students will earn at least one CTE credit in high school	After each SFA, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

DIP PART II: ASSURANCE ADDENDUM

Section D

X	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the goals for the next school year.
X	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
X	3. Instruction by qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
X	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in house instructional leaders and also by district instructional support staff.
X	5. Strategies to attract high-quality, Qualified, Certified and State Certified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
X	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
X	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)

X	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the DWIC provide forums to discuss assessment issues.
X	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoserv web and are accessible to teachers and administrators.
X	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the District goals and strategies.

DIP PART II: ASSURANCE ADDENDUM

Rocksprings Independent School District Rocksprings Independent School District Staff Development Plans 2021- 22

Schedule for Week 1, August 9, through August 13.

Day Date	Morning Session	Afternoon Session
Monday, August 9	Convocation – A look at the 2021-2022 School Year and required trainings – James Oliver	Student Handbook / Code of Conduct Employee Handbook
Tuesday, August 10	First Six Weeks/ Six Weeks Test Planning	First Six Weeks/ Six Weeks Test Planning
Wednesday, August 11	EduHero Training	EduHero Training
Thursday, August 12	Classroom Management / Engagement (Mr. Head)	TEKS Resources – Framework for next year
Friday, August 13	District paper work / Benefits	Faculty and Staff Campus/Grade level Meeting

Notes week one:

Faculty members who have completed all their Eduhero required training may have Wednesday, August 11th as a compensation day. Required Trainings – Bloodborne pathogens, Bullying, Human Trafficking Awareness, Sexual Harassment for Educators, Digital Citizenship for Educators, and Mental Health Trainings – 3 sessions (for new staff or those that have not taken this training). <https://eduhero.net>

You must provide proof of successful competition to claim this day.

Schedule for Week 2, August 16, through August 19.

Day Date	Morning Session	Afternoon Session
Monday, August 16	Teacher Work Day – Meet the Teacher	Teacher Work Day – Meet the Teacher
Tuesday, August 17	Fundamental 5 Training	Eduphoria Training for staff
Wednesday, August 19	First Day of Class	First Day of Class

Required Title I School-wide District Plan Components

1. Comprehensive Needs Assessment of the entire school (including all program areas).
2. Reform strategies that address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the school wide program and that use effective methods and instructional strategies based on scientifically based research.
3. Instruction by qualified teachers.
4. Professional development for teachers and aides, and where appropriate, pupil services, personnel, principals, and other staff who work for the student improvement.
5. Strategies to attract qualified teachers to high-need schools.
6. Strategies to increase parental involvement.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start to local elementary school programs. (Examples could include: provide parents and students with a kindergarten orientation session; teachers from pre-K/K meet to discuss instructional programs, kindergarten objectives, and needs of students, etc.)
8. Steps to include teachers in the decisions regarding the use of assessments. (In the formative evaluation column of the DIP show that teachers use benchmarks to analyze performance, use classroom observations and teacher-made tests to assess students.)
9. Activities to ensure that students who experience difficulty mastering any of the state standards during the school year will be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.