

**Roosevelt Independent School District
District Improvement Plan
2021-2022**



THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards. Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Critical Success Factors

The following success factors are foundational elements within the framework of the Texas Accountability Intervention System (TAIS) developed by TEA and TCDSS. These Critical Success Factors will serve as key focus areas in school improvement planning. The CSFs documented are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. All of these research-based measures, when taken as a whole, are key to continuous school improvement.

1. Improve Academic Performance- Academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.

2. Increase the Use of Quality Data to Drive Instruction - The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al., 2009). For example, academic achievement can improve when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

3. Increase Leadership Effectiveness - Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

Meeting Date: 10/27/2021

<i>Position</i>	<i>2021-2022 Roosevelt ISD District Committee Members</i>
<i>Superintendent</i>	Dallas Grimes
<i>Assistant Superintendent</i>	Linda Hernandez
<i>Deputy Superintendent</i>	Jimmy Ledbetter
<i>Business Manager</i>	Kyle Hammock
<i>RHS Principal</i>	Tim Crane
<i>RHS Teacher</i>	Jimmy Cannon
<i>Secondary Assistant Principal</i>	Wayne Groves
<i>RHS Teacher</i>	Regan Renteria
<i>RHS Teacher</i>	Lee Ferris
<i>RJH Principal</i>	Stacy Franklin
<i>RJH Teacher</i>	Katie Miller
<i>RJH Teacher</i>	Connie Cranston
<i>RJH Teacher</i>	Tonya Espinoza

<i>RES Principal</i>	Delynn Wheeler
<i>RES Assistant Principal</i>	Theresa Hoffman
<i>RES Teacher</i>	Elizabeth Ascencio
<i>RES Teacher</i>	Kate Deckard
<i>RES Teacher</i>	Lori Hoffman
<i>RES Teacher</i>	Jack Thompson
<i>RES Teacher</i>	Sarahi Regalado
<i>RES Teacher</i>	Bailey Budemer
<i>Non-Teaching Professional</i>	Theresa Franklin
<i>Parent</i>	Ashley Patschke
<i>Parent</i>	Amanda Thompson
<i>Community Member</i>	Lindsey Shuette

Roosevelt ISD Comprehensive Needs Assessment

Based on 2018-2019 and 2019-2020 data from TAPR.

DISTRICT SUMMARY:

According to the TAPR report for 2019-2020 Roosevelt ISD serves 1059 students in grades Pre-K through 12th.

The student population is: 2.8% African American, 59.6% Hispanic, 35.5% White, 0.4% American Indian, and 1.2% two or more races. 65.2% are economically disadvantaged and 34.8% are non-educationally disadvantaged. 3.7% are ELL's, 46.1% are At-Risk and we have 2.5% with DAEP placements in 2018-2019.

Student enrollment per program: English Second Language –39 students, Section 504– 62 students, Dyslexia– 45 students, Foster Care –74students, Homeless -17 students, At-Risk 488 -students.

Roosevelt ISD employees 172.7 total employees. 110.5 are professional staff with 92.4 teachers, 9.8 professional support, 5 campus administrators and 3 Central Office Administrators. There are 26 educational aides, as well, and 36.4 Auxiliary staff. 68.8 teachers have a Bachelor's degree, 22.6 have a Masters degree and 1 has Doctoral degree. 27.5 teachers are male and 64.9 are female with 12.0 of those being beginning teachers. 34.8 have 1-5 years experience, 16.0 have 6-10 years, 23.0 have 11-20 years and 6.6 have over 20 years experience.

The average number of students per teacher is 11.5. The average years of experience is 8.2 and the beginning salary is \$35,158 (state - \$49,868 and teachers over 20 years are receiving \$55,793 (state - \$65,449). Turnover rate is 24.3%. Student enrollment per program: English Second Language –39 students, Section 504– 62 students, Dyslexia– 45 students, Foster Care –74students, Homeless -17 students, At-Risk 488 -students.

Areas of Strength:

The Roosevelt Independent School District strives to provide the finest education to our students. Through this learning process, we prepare our students to be lifelong learners in our diverse, changing world and competitive workplace.

Goal # 1 : Increase student achievement through rigorous and engaging instruction by utilizing ongoing teacher development, data, improved alignment and collaboration.

Strong classroom instruction, supported by effective instructional leaders, makes a tremendous difference in ensuring that students are progressing to achieve the state's vision of preparing the public school students in Texas for success in college, career, or the military.

TEA Priorities: #1 – Recruit, Support, and Retain teachers and Principals #2 – Build a Foundation in Reading and Math #4 – Improve Low-Performing Schools

Objectives:

1) Increase the percentage of ALL students/all subjects performing at the Approaches Level On 2021 STAAR

Evaluation Data Source(s): Unit Assessments, Benchmarks, Student Artifacts

Strategy Description and Action Steps	Person(s) Responsible	Fund Source	Strategy's Expected Result/Impact	Formative/ Summative Reviews
District and Campus Leadership will work with teachers during planning times to help support instructional practices and support student learning.	Superintendent, Assistant Superintendent, Deputy Superintendent, Principals, Instructional Coaches, Region 17	Titel I, II, VI	Growth in campus data and student performance on all STAAR tests	REVIEWED ON 3/2/22
The leadership team will ensure teachers use the scope and sequence documents for each subject area in TEKS Resource System to guide the pacing of curriculum.	Superintendent, Assistant Superintendent, Deputy Superintendent, Principals, Instructional Coaches, Region 17	Title I, II, VI	Growth in campus data and student performance on all STAAR tests	
New teacher training will consist of trainings with district level administrative team. The district leadership team will continue the implementation of the Fundamental 5 with	Superintendent, Assistant Superintendent, Assistant Superintendent, Deputy Superintendent	Title IV	Growth in student engagement. Retaining teachers TTESS	

teachers new to Roosevelt ISD. Strategies of Instruction to increase student engagement by providing support and professional learning on the high-yield instructional strategies with tier one instruction.				
Centralized data location to access student information to ensure the students are receiving targeted intervention on areas of need.	Campus Administration, Instructional Coaches		Growth in campus data and student performance on all STAAR tests	
Guided Reading implementation in grades K-5th grade RLA classes to develop the independent reader to acquire early literacy, academic proficiency, and post-secondary readiness. Growth Measure Assessment for students in grades 3-8th grade	Superintendent, Assistant Superintendent, Deputy Superintendent, Principals, Instructional Coaches, RLA teachers	Instructional Materials Allotment	Growth in STAAR reading and post-secondary readiness skills. TPRI growth for students in grades K-2 Monitor student growth by using the Mind Play benchmark assessments to measure assessments in grades K-10th grade	
The district will support student achievement in all subject areas by ensuring special programs compliance, ensuring the latest information of best practices, and accountability are disseminated and	Superintendent, Assistant Superintendent, Deputy Superintendent, Principals, Instructional Coaches, SELCO staff, Campus Test Coordinators,	Title I, II, VI	Growth in campus and district assessment data.	

updated to all district and campus administrators and test coordinators.	Region 17			
The district will provide ongoing professional learning for teachers and administrators on how to use assessment data to drive instruction in small groups as well as tiered groups for instruction.	Superintendent, Assistant Superintendent, Deputy Superintendent, Principals, Instructional Coaches, Region 17 Specialists	Title I, II, VI	Targeted support and Tier III data.	

Goal #2: Increase student achievement through rigorous and engaging instruction by utilizing ongoing teacher development, data, improved alignment and collaboration.

TEA Priorities: #1 – Recruit, Support, and Retain teachers and Principals #2 – Build a Foundation in Reading and Math #4 – Improve Low-Performing Schools

TEA Priorities: #2 – Build a Foundation in Reading and Math #4 – Improve Low-Performing Schools

Strategy Description and Action Steps	Person(s) Responsible	Fund Source	Strategy's Expected Result/Impact	Formative/ Summative Reviews
The leadership team will support campus staff in analyzing STAAR progress indicators for Fall and Spring benchmarks to support the development of action plans.	Superintendent, Assistant Superintendent, Deputy Superintendent, Principals, Instructional Coaches, Region 17 Specialists	Title I, II, VI	Increase student performance on indicators monitoring student progress (Domain 2)	Revised at each campus during PLC time
The district will support reading achievement with the purchase of additional resources that may be used at home and at school.	Superintendent, Assistant Superintendent, Deputy Superintendent, Principals, Instructional Coaches	Title I Inst. Material Allotment	Growth in Lexile levels	Mind Play data analysis on 3/2/22

The district will use BOY, MOY and EOY reading fluency assessments to gauge students learning and plan for intervention.	Superintendent, Assistant Superintendent, Deputy Superintendent, Principals, Instructional Coaches		Growth in Lexile levels and increased fluency	Mind Play data BOY and MOY Benchmark data analysis at campus level
The district will provide training for differentiation in multiple content areas to support ELs.	Assistant Superintendent, Deputy Superintendent, Principals, Instructional Coaches, Region 17 staff	Title III	Increase TELPAS levels	Continue to monitor accommodations for ELLs LPAC meetings
The district will use online programs to build academic vocabulary for ELs in grades K-12.	Superintendent, Assistant Superintendent, Deputy Superintendent, Principals, Instructional Coaches ESC 17	Title III	Increase TELPAS scores in reading, writing and speaking	

Goal #3: Recruit, develop, and retain highly-motivated, culturally diverse professional personnel and enhance employee effectiveness and retention through quality focused professional development optimizing student engagement and learning.

TEA Priorities: #1 Recruit, Support and Retain Teachers and Principals. #4 Improve Low-Performing Schools

Objective:

Implement actions that will help attract and maintain effective instructional staff and highly effective teachers and principals.

Strategy Description and Action Steps	Person(s) Responsible	Fund Source	Strategy's Expected Result/Impact	Formative/ Summative Reviews
Teacher Incentive Allotment	Superintendent, Deputy	TIA State funds	TTESS Evaluations	Reviewed on 3/2/22 at District Meeting
The elementary school will provide, hire and retain effective teachers in high need grade levels.	Superintendent, Assistant Superintendent, Principal, Assistant Principal, Instructional Coach, Teachers	Title II	TPRI, MOY and EOY data	TCLAS Implementation
The district will support the implementation of small group instruction, differentiation, and effective instructional practices in all K-12 reading and math classes.	Superintendent, Assistant Superintendent, Associate Superintendent, Principals, Instructional Coaches, Region 17 Specialists	Title I, II, VI	Reading Level growth from BOY, MOY, and EOY data	PLC meetings and intervention times on each campus
District and Campus Academic Leaders will provide on-going professional learning for teachers and administrators on how to use assessment data to drive instruction in small groups, as well as tiered groups for intervention.	Superintendent, Assistant Superintendent, Associate Superintendent, Principals, Instructional Coaches, Region 17 Specialists	Title I, II, VI	Eduphoria data tools, STAAR data, PLC data meetings, Mindplay levels	
Involve parents in students learning by having evening sessions for parents to learn about strategies they can use at	Campus administration, campus interventionists/coaches, teachers, Region 17 activities	Title I Title III	Math night, Science night, Reading night attendance Parent meetings	

home with their children.			at BOY and MOY Monitor Growth	
Daycare facility for school employees	Superintendent, daycare staff		Number of staff using daycare at RISD	

Goal 4: Increase Participation in Parent and Family Engagement Activities Performance

Objective 1: Increase community, family engagement, and parent involvement from the previous year.

Performance Objective 1: Increase community, family engagement, and parent involvement from the previous year.

Evaluation Data Source(s) 1: Attendance sign-in sheets Surveys

Strategy Description and Action Steps	Person(s) Responsible	Fund Source	Strategy's Expected Result/Impact	Formative/ Summative Reviews
District and campuses will plan activities increasing parent involvement while complying with ESSA Title I, Part A Requirements	Superintendent, Assistant Superintendent, Associate Superintendent, Principals, Instructional Coaches, Region 17 Specialists	Title I	Math night, Science night, Reading night attendance Parent meetings at BOY and MOY Monitor Growth FASFA night College Day	
Ongoing updates on Social Media	Superintendent, Assistant Superintendent, Deputy Superintendent, Principals, Technology Dept.	Title I Title IV	Parent surveys regarding communication	
Involve parents in students learning by having evening sessions for parents to learn about strategies they can use at home with their children.	Campus administration, campus interventionists/coaches	Title I	Math night, Science night, Reading night attendance Parent meetings at BOY and MOY Monitor Growth	

The district will involve Emergent Bilingual Students and parents in community training opportunities.	Campus administration, District Administration, Region 17 Specialists	Title III	Fiesta de Libros	
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Goal #5: Roosevelt ISD will maintain a system of assessing, continually monitoring, and changing operations to improve the learning environments to ensure they are healthy, safe, drug free, and conducive to learning.

TEA Priorities: #1 Recruit, Support and Retain Teachers and Principals. #2 Build a Foundation in Reading and Math. #3 Connect High School to Career and College & #4 Improve Low-Performing Schools

Strategy Description and Action Steps	Person(s) Responsible	Fund Source	Evidence of Implementation of Strategy	Formative/ Summative Reviews
Provide a safe environment for students, staff, and community members by ensuring the Emergency safety plan is updated and implemented and all required training are covered by the required audience.	Superintendent, Chief of police, Assistant Superintendent, Deputy Superintendent, Campus Administrators	Title IV Title VI	Sign in Sheets Drill calendars Trainings Emergency Drills	
Decrease the number of discipline incidents (including: dating violence, tobacco, alcohol and other drug use) by 10%	Superintendent, Assistant Superintendent, Deputy Superintendent, Campus Administrators, SELCO		PEIMS and RDA data	

Decrease the number of SPED Total Disciplinary Removals Rate	Superintendent, Assistant Superintendent, Deputy Superintendent, Campus Administrator, SELCO		PEIMS and RDA data Discipline Plan PBIS and SWISS data	
Secure entrances and Raptor System to register all visitors on campus	Superintendent, Chief of police, Assistant Superintendent, Deputy Superintendent, Campus Administrators, Teachers, Office staff	Title IV Title VI	Raptor Reports Safety Audit	
Security Cameras across the district	Superintendent, Chief of police, Assistant Superintendent, Deputy Superintendent, Campus Administrators, Teachers, Office staff, Technology Department			