



ROSCOE COLLEGIATE INDEPENDENT SCHOOL DISTRICT

IMPROVEMENT PLAN

2023 - 2024

Guillermo Mancha

Superintendent

MISSION STATEMENT:

Roscoe I.S.D. believes that all students will learn and be successful regardless of their previous life experiences. We believe that it is the purpose of our school to educate all students to their highest level of academic performance, while nurturing positive growth in social and emotional skills that are necessary to be productive members of our community and society.

Board Approval Page

Table of Contents	Board Members (approval signatures)
	Committee Members (Roles and Signature)
	District Summary: P-TECH Academy Student Research Schoolwide 4-H System Model- Partners District of Innovation CBA's (Community Based Accountability System) Student Data Staff
	Title I Schoolwide Elements: Element 1: SWP COMPREHENSIVE NEEDS ASSESSMENT Element 2: SWP CAMPUS IMPROVEMENT PLAN (CIP) Element 3 - PARENT AND FAMILY ENGAGEMENT (PFE)
	State Compensatory Education and Title I Funds
	Goal 1 Objectives Activity Statements
	Goal 2 Objectives Activity Statements
	Goal 3 Objectives Activity Statements
	Goal 4 Objectives Activity Statements
	Appendix A - Annual Action P-TECH Blueprint Plan
	Appendix B - State and Federal Mandates

	At Risk and State Compensatory Education Dropout reduction/prevention Higher Education Requirements Every Child Succeeds Act (formerly No Child Left Behind) Special Programs: Special Education Pregnancy Related Services Dyslexia, 504 Technology CATE Gifted and Talented Physical Education Drug Violence Prevention SHAC
	Appendix C - 2021 Accountability Summary & Graduate Report
	Appendix D - Perkins V Comprehensive Local Needs Assessment
	Appendix E - Roscoe CISD Board Goals
	Appendix F - Title I Descriptions
	Appendix G - P-TECH Blueprint/OBM

District Site- Based Committee Members	Dr. Guillermo Mancha - Superintendent Tecka Heaps - Assistant Superintendent of Curriculum & Instruction Dr. Kim Alexander - CEN Rachael McClain, CEN Chief Operations Officer & Educational Support Specialist RCISD Brittany Arellano - High School Principal Heather Greenwood - High School Assistant Principal Lindsay Freeman - Elementary Principal Katherine Jackson - Early Childhood Principal Vanessa Galvan - Director of Continuing Education Brandi Kaufmann - LSOA Virtual School Administrator Heather Ward, Secondary Counselor Julie Villa- Director of Technology Krystal Acevedo- Reading Interventionist/GT Alex McCambridge - STEM Administrator/ Research & Data Roxanna Reyna - Texas Agri-Life Extension (CEN) Jamie Maloney - Edu Business Director
-------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p> Morgan Martin,, School Nurse Shelley Gunter - High School Teacher/ CTE (Animal Science), WTC Adjunct Tara Moses - Elementary Teacher/Instructional Coach Janie Abrigo, Special Education Katie Ralph, Secondary Spanish, WTC Adjunct, Secondary Social Studies Kaitlyn Barnhill, HS Math, WTC Adjunct, Blended Learning Team Sheila Womack, RTI Specialist/Instructional Coach Kristi Martin - ECC Montessori Lucy Ricco - ESL Interventionist Maria Montoya - ECC Montessori Jason Freeman, Parent Sharron Gardner, Community Member Kaleb Martinez, RCISD Student Rachel Mancha - Science Lindsay Toothman- Elementary Teacher Genifer Nachlinger - HS AVID Teacher Iris Gonzalez - ELA Tommy Ray - Fine Arts Jennifer Moncada - Federal Programs Director/District Testing </p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

COMMITTEE MEMBERS/ROLES/SIGNATURES

NAME	ROLE	Signature
Dr. Guillermo Mancha	Superintendent of Schools	
Tecka Heaps	Assistant Superintendent/CTE Director/P-TECH Director	
Dr. Kim Alexander	CEN	
Dr. Rachel McClain	CEN	
Britanny Arellano	High School Principal	
Heather Greenwood	Asst. High School Principal/AVID Director	
Lindsay Freeman	Elementary Principal	
Katherine Jackson	ECC Principal	
Vanessa Galvan	Higher Ed Coordinator	
Brandi Kaufmann	Virtual School Administrator	
Heather Ward	High School Counselor	
Julie Villa	Technology Director	
Alex McCambridge	STEM Administrator	
Krystal Acevedo	Reading Interventionist/GT	
Jamie Maloney	Edu Business Director	
Morgan Martin	District Nurse	
Shelley Gunter	HS Teacher - Animal Science/WTC Adjunct	
Tara Moses	Elementary Teacher/IC/TIA	

Janie Abrigo	Special Education	
Katie Ralph	HS Spanish/SS//WTC Adjunct	
Sheila Womach	RTI Specialist/IC	
Kristi Martin	ECC Montessori	
Lucy Ricco	ESL (EB) Interventionist	
Jennifer Moncada	Federal Programs Director	
Maria Montoya	ECC Montessori	
Jason Freeman	Parent	
Sharron Gardner	Community Member	
Kaleb Martinez	Student	
Rachel Mancha	Science	
Lindsay Toothman	Elementary Teacher	
Genifer Nachlinger	HS AVID	
Iris Gonzalez	HS ELA	
Tommy Ray	Fine Arts	
Jessica Ughanze	JH AVID	
NEW STAFF	Dyslexia Interventionist	

District Summary

PTECH Academy	<p>Roscoe Collegiate is beginning year 10 as a PTECH Academy. The purpose of STEM, an acronym for science, technology, engineering, and math, is to develop students who demonstrate high levels of aptitude in the STEM fields, thus empowering them to pursue the abundance of careers in STEM fields having been identified as having acute shortages of qualified applicants. PTECH stands for Pathways in Technology Early College High School. As a result of the STEM designation, we have also now completed the fifth year of an ongoing investigation process, with assistance from a STEM/PTECH Advisory Committee consisting of over 100 members from local, regional, and state universities, AgriLife Extension, T-STEM, Educate Texas, Region 14 Education Service Center, as well as the local, regional, and state business and political communities. The \$3.5 million Agricultural Research Center housing Collegiate Edu-Vet, and the newly remodeled Engineering Research Center for Robotics and the Edu-Drone center at the Shelansky building downtown, have now been open for four years to complement the EON Center for Innovation and Higher Education and the Collegiate Wellness Center in the district's attempt to provide the real world relevance deemed necessary for successfully demanding the required rigor for true college and career readiness.</p>
Student Research and Apprenticeships	<p>As a member of the Texas High Performance Schools Consortium, and now the Consortium representative on the Texas Commission on Next Generation Assessment and Accountability, Roscoe Collegiate continues in the development of a multiple measure accountability system. Two aspects of that system for Roscoe include student developed research presentations and evidence based electronic portfolios. The Agriculture and Manufacturing, STEM, Business, Education, Drones, Health Science, and Digital Communications Research Programs have become the basis for student - led research, data collection and analysis, and research poster development and presentation, as we have developed a lesson cycle for a research based institution. All students in grades 3-11 conduct 4H based research projects, culminating with a year long, career path relevant, capstone research project in grade 12. The purpose of the capstone research project is to create additional scholarship opportunities for students seeking financial assistance with the completion of undergraduate and graduate college degrees. Beginning in the fall of 2018, this model now also includes student internship experiences consisting of both intern and extern opportunities for students in grades 11-12, leading to business and industry recognized endorsements, symbolic of true workforce readiness.</p>
Schoolwide 4-H	<p>The Roscoe Collegiate School-wide 4 H Program is the vehicle used to stimulate student interest and engagement in STEM related practices and research. Students in grades 3 through 12 work across the curriculum to develop 4H science research projects and posters. These research posters are presented at local, regional, state & national 4H & FFA competitions in an attempt to elevate student STEM research skills, thereby enabling students to successfully manage the rigorous demands of a Research Based P-TECH Academy at the high school level.</p>
System Model with Multiple Partners	<p>During the developmental phase of The Roscoe Collegiate Model, the district has evolved away from the 20th Century concept of an Independent School District into more of a System Model approach. Currently, members of the Roscoe Collegiate System include the original two-year higher education partners, Western Texas College (WTC) in Snyder and Texas State Technical College (TSTC) in Sweetwater, as well as the original parent organization for Early College and T-STEM, Educate Texas. Additionally, the district now has a direct four-year university partnership with Angelo State University and West Texas A&M. RCISD has indirect partnerships through WTC with Texas A&M University and Texas Tech University, along with system partnerships with Texas A&M AgriLife Research/Extension, & 4H. Current business partnerships include Collegiate Chiropractic and Wellness Center, INOVA Veterinary Practice Management, 3D Robotics/Drone EDU, Strat-Aero International, as participating partners in the education companies of Collegiate Edu-Vet & Collegiate Edu-Drone. This Systemic Model approach enables Roscoe Collegiate to better provide students with the resources necessary to engage in a much more globally competitive educational and workforce environment, than students heretofore have experienced, upon graduation from high school. It is the goal of Educate Texas at the state level and Jobs for the Future at the national level for The Roscoe Collegiate System P-20 System Model for Student Success to become a model that can be replicated by other schools in Texas and the United States interested in 21st Century School Transformation.</p>

District of Innovation Designation	Roscoe Collegiate ISD is utilizing HB 1842 of the 84th Legislative Session to create more local control in certain areas. HB 1842 allows a public school to have some of the same local flexibility that public charter schools are allowed. As a P-TECH Academy the District of Innovation designation will provide an opportunity for our local district to develop plans based on the unique needs of our students and community.
CBAS (Community Based Accountability System)	Roscoe Collegiate ISD is continuing to develop a community based accountability system to include adaptive testing through NWEA MAP Testing, student research in grades 3-12 and college and career readiness culminating in Associate degrees and industry recognized certifications. In June of 2019, RCISD collaborated with WTC and WTAMU to offer a local Bachelors degree for students who graduate with their associate degree.

Student Data:	Total student population	606 + 7243 = 7849
	Class size average	19
	Demographics: excluding PreK African American: Hispanic: White: American Indian: Asian: MultiCultural:	 19 + 1666 = 1685 353 + 3489 = 3842 216 + 1445 = 1661 0 + 26 = 26 0 + 208 = 208 8 + 390 = 398
	Economically Disadvantaged: LEP/ESL DAEP: At Risk CTE: Gifted and Talented: Special Education:	 281 + 4157 = 4438 73 + 603 = 676 3 + 0 = 3 210 + 3702 = 3912 258 + 0 = 258 31 + 137 = 168 66 + 679 = 745
Staff:	Total Staff: Teachers: Campus Administration: Professional Support: Central Administration: Aides: Auxiliary Staff:	105 + 180 (LSOA) = 285 52 + 61 (LSOA) = 113 4 + 8 (LSOA) = 12 6 + 30 (LSOA) = 36 5 16 22
	No degree: Associate Degree	13 4

	<p>Bachelor's Degrees: Master's Degrees: Doctoral Degree 1-5 Years Experience: 6-10 Years Experience: 11-20 Years Experience: Over 20 Years Experience:</p> <p>Student to Teacher Ratio:</p>	<p>31 23 1 8 14 13 17</p> <p>19:1</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------

Title I Schoolwide Elements

ELEMENT 1.1

COMPREHENSIVE NEEDS ASSESSMENT

ELEMENT 1.1 Comprehensive Needs Assessment:	TAPR (Texas Academic Performance Report)	Parent, Teacher, Student Surveys	Interim Assessments
	School Report Cards	Benchmark Testing/Interim Testing	Xello
	PBMAS Reports	Eduphoria Reports	STAAR Data
	Accountability Reports	Special Programs Records	PEIMS Reports
	EOC Data	District Discipline Referrals	SBDM Meeting Minutes
	Leadership Team Meeting Minutes	National Student Clearinghouse Graduate Data	WTC Reports
	Drop Out Data	ACT/SAT/PSAT	TPRI
	Student Attendance Reports	Program Evaluations	Staff Development Records
	Rounds data	Observation reports	Class size information
	MAP Testing Data	RTI	APEX

Needs Assessment Summary	<p>The District Site Based Committee considered a great deal of student performance data and other data,(including those above, but not a conclusive list) as we completed the needs assessment for the district. We compared STAAR results to the state and to prior year results and examined the Roscoe Collegiate Community Based Accountability system which looks at data beyond that of standardized test scores. RCISD standardized test scores fall below the state average and bridging this gap is being addressed by individual campus improvement plans. Additionally, RCISD has been developing and standardizing Programs of Study, course sequencing, early implementation of Blending Learning and ICLE rigor and relevance strategies through WICOR.</p>
--------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 2.1 CIP/DIP	<p>21. Campus Improvement plan developed with appropriate stakeholders.</p> <p>The District Improvement Plan (DIP) is developed with involvement of parents and other members of the community to be served, and individuals who will carry out such plans, including school personnel. Stakeholders are invited to DIP meetings to provide input into planning. The DIP will be developed in coordination and integration with other Federal, State, and Local services, resources, and programs.</p>
2.2 Regular Monitoring and Revision	<p>2.2 Regular Monitoring and Revision</p> <p>DIP meetings will be held at the beginning and end of year to monitor and revise the plan if needed. Additional meetings may be called.</p>
2.3 Available to parents...	<p>2.3 Available to parents and community in an understandable format and language</p> <p>The DIP will be posted on the Roscoe ISD Website www.roscoe.esc14.net and will be available to all parents and community members. Each Campus will provide a Spanish interpreter to assist any stakeholder in understanding the plan.</p>
2.4 State Standards	<p>2.4. Opportunities for all children to meet state standards</p> <p>The DIP includes a description of strategies that the district will implement to address school needs, including how such strategies will be used to provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards.</p>
2.5 Increased Learning	<p>2.5 Increased learning time and well rounded-education</p> <p>The DIP will use methods of instructional strategies that strengthen the academic programs at Roscoe CISD, increase the amount of quality learning time, and help provide an accelerated curriculum to help provide a well rounded education.</p>
2.6 - Needs of all students	<p>2.6 Address the needs of all students</p> <p>The DIP will address the curriculum programs and data tracking systems that will be used for assessment and benchmarks scores. Roscoe ISD will use those scores to help with the RTI process. A new balanced literacy and math program is being implemented across the district that will help with accelerated instruction. Student referrals will be monitored by administrative staff on each campus paying special attention to at-risk, special education, 504, CTE and other individual accommodations as needed. Roscoe CISD will continue to offer professional development to meet state and federal guidelines in the district.</p>

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT

ELEMENT 3	3.1 Develop and distribute Parent and Family Engagement Policy (PFE) The parent and Family Engagement Policy will be posted at www.roscoe.esc14.net . Campus/Student/Teacher Compacts will be posted as well as sent home to parents.
3.1 PFE	
3.2 Parent Involvement Meetings	3.2 - Offer Flexible number of parent involvement meetings Each campus at Roscoe will organize meetings to help get parents involved. Parents are encouraged to participate in all special population committee meetings as well as higher education meetings provided by the secondary campuses. EB information and meetings will be provided throughout the year.

STATE COMPENSATORY EDUCATION AND TITLE I FUNDS

State Compensatory Education and Title I Funds	Direct Costs (96% of Total)	Amount of Service	TOTAL
	Teachers/Paraprofessional - Title 1 Campus	ECC - Elem - LSOA - \$0	
	Contracted Services (Region 14 ESC)	ECC - Elem - LSOA - \$0	
	Title I Administrative Costs	ECC - \$0 Elem - \$0 LSOA -	
	Indirect Costs Supplies - Homeless	ECC - Elem - LSOA - \$0	
	Supplies - Materials (books, computer programs, & technology needs)	ECC - Elem - LSOA - \$0	
	Title I Total	ECC - Elem - LSOA -	

Academic Excellence and Achievement

Goals activities will be centered around the 7 Pillars of the Community Based Accountability System Model:

Goal 1	All students will successfully complete rigorous, vertically aligned and relevant coursework that empowers all students with skills for individualized growth and success and fosters creative thinking and moves away from the current test centered accountability into the Community Based Accountability System
--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Objectives	<ol style="list-style-type: none"> 1) Continue to implement our Systemic Approach model to better provide students with the rigor and resources necessary to engage in a much more globally competitive educational and workforce environment. 2) Support the needs of diverse learners as they engage in rigorous coursework. 3) Provide access to the general curriculum for students in special programs through the use of inclusion across grade levels and campuses.
------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Activities		Person(s) Responsible	Resources	Timeline
	A. Continue the alignment of curriculum to the State TEKS and supporting standards in the core subjects	Assistant Sup. of C & I IC's	Staff time Local funds	Aug - June
	B. Provide staff development for teachers that focuses on the Common Instructional Framework, WICOR, culturally responsive teaching and differentiated instruction models that emphasizes student learning and effective teaching.	Assistant Sup. of C & I Campus Principals IC's	Local funds	Aug - June
	C. Support campus staff with the RTI process.	RTI Interventionist Campus Principals	Staff time	Aug-June
	D. Utilize the MAP/CBA/INTERIM Testing results and data through Apex Learning to improve ease of use in the reporting of Response to Intervention.	Data Director	Staff time	Aug - June
	E. Provide additional support for the ESL program through training by ESC 14 personnel. implement SUMMIT program.	Region 14	Title I funds	Jan - Feb
	F. All students will have a graduation pathway plan developed in the 8th grade, and will have an annual review with parent notification to ensure that students are progressing toward graduation with an endorsement, certification/Associate's degree, and/or industry recognized certifications.	Counselor Assistant Sup of C & I	Staff time	Aug - June
	G. Increase the instructional focus on writing by encouraging more writing across the curriculum,	Assistant Sup. C & I	General fund	Jan - June

	use of Revision Assistant writing program, & PLC training	ELA Teachers		
	H. Continue with cross-curricular SRP science projects in grades 3-12.	4-H Extension Teachers	General fund	Sept - May
	I. Increase middle school math competency through professional development and consistent walk through observations.	Region 14 Campus Principals IC's	Staff time	Aug - May
	J. Increase ACT scores by using the Career Cruising ACT prep program	AVID instructors	General Fund	Aug - May
	K. Maintain percentage of students acquiring the Associate's Degree including Industry Recognized Certifications to 90%.	Principals Assistant Sup. C & I Counselor ECHS Director	ECHS funds	Aug - May
	L. Through professional development time in PLC's provide time for teachers to work with ELPS and documentation in lesson plans.	Principals Extension Teachers	Staff time	Aug - May
	M. Provide professional development for teachers on SRP projects and use of Research committees to drive SRP development	Instructional Coaches Assistant Sup. C & I Principals	Staff time	Aug - May

Evaluation	<ul style="list-style-type: none"> • Walk through and observation data/T-TESS • TX-KEA Results - k-2 • SRP presentations and judges comment sheets • PTC agendas and notes • ACT test scores • STAAR results showing growth for all students and across subgroup populations • PBMAS report • TAPR • Certifications, Associate degrees • EB (Emergent Bilinguals) students showing growth on TELPAS and STAAR assessments • Degree plans for students • Project posters • Winners of the project presentations by grade • CBAS report • Effectiveness of class reduction size with the hiring of new employee • MAP Test results and data • Interim Assessment data
------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Goal 2	Empower families and the community to be full partners in students' educational success.
--------	------------------------------------------------------------------------------------------

Objectives	<ol style="list-style-type: none"> 1) Provide opportunities for families to support their children in the learning process. 2) Provide effective communication with families and the community regarding school activities and other parent opportunities.
------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Activities		Person(s) Responsible	Resources	Timeline
	A. The district website, Schoolway, electronic message board, GROUPME, Remind apps will be used to actively communicate with parents and community members. As well as Facebook Campus pages.	Principals Technology Director	Local funds	Aug - June
	B. Maintain communication with parents through the dissemination of newsletters at the elementary and ECC, 3 week progress reports, telephone conferences, home visits, and various parent night activities.	Principals Teachers	Staff time	Aug - June
	C. Parent participation at school activities will be encouraged, including cafeteria visits and classroom and field trip volunteers.	Principals Teachers	Staff time	Aug - May
	D. Determine the level of community involvement and parent goals for student success through surveys.	Dean of College Readiness Texas A&M staff Assistant Sup C & I	Staff time	Aug - July
	E. College information nights for grades 9-12	Dean of College Readiness Assistant Sup. C & I Counselor	Staff time	Aug - May

Evaluation	<ul style="list-style-type: none"> • Copies of sign-in sheets at activities • Number and variety of opportunities for community and family engagement and involvement in student success • Copies of communications with parents • Copies of surveys and results
------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Goal 3	Improve and implement all special programs to increase student performance and effectiveness.
--------	-----------------------------------------------------------------------------------------------

Objective(s)	<ol style="list-style-type: none"> 1) Provide opportunities for students to become fluent in a variety of technologies. 2) Ensure that extra-curricular, co-curricular, and enrichment opportunities for every student are promoted. 3) Incorporate career awareness opportunities for students 4) Utilize special programs to enhance the education process for all students.
--------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Activities		Person(s) Responsible	Resources	Timeline
	A. Provide staff development for teachers and administrators that focuses on, but are not limited to: Common Instructional Framework, technology use in the classroom, AVID, leadership and ELPS.	Assistant Sup C & I Principals Instructional Coaches	Staff Time Local Funds	Aug - June
	B. Provide information regarding curriculum/career choices that prepare students for success beyond high school, including colleges, universities and technical schools.	Counselor	Staff Time	Aug - June
	C. Provide students with flexibility to customize their learning and maximize opportunities by offering the Foundation Plan with endorsements, including industry recognized certifications and apprenticeship opportunities.	Counselor Assistant Sup C & I	Staff Time	Aug - May
	D. Place importance on the use of instructional technology by providing all teachers with technology training.	Principals Technology Director	Staff Time	Aug - Dec
	E. Utilize special programs to enhance the education process of all students through: 1) Special Education; 2) EB; 3) At Risk 4) G/T; 5) Drug & Violence Prevention; 6) Crisis Intervention including suicide prevention; 7) Pregnancy and other sex related issues; 8) Technology; 9) Curriculum development	Principals, Assistant Sup C & I Counselor RTI Technology director	Staff Time General Fund	Aug-May
	F. Ensure that homeless students are identified and services provided.	Principals Homeless Liaison ESC 14	Staff time Title I funds	Aug - May
	G. Provide continual career awareness and opportunity through the utilization of RCISD collaborative effort with WTWFS and Region 14 ESC	WORK FORCE Counselor Assistant Sup C & I Dean of College Readiness	Staff time	Aug - May

Evaluation	<ul style="list-style-type: none"> • Agendas of staff development and sign in sheets. • Student 4-year degree plans with endorsements • Special programs student listing. • Homeless students identified and services provided
------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Goal 4	Provide a safe and supportive environment for all students, with all students, faculty and staff consistently involved in practicing good citizenship, demonstrating respect for self and others, and exhibiting a cooperative spirit.
--------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Objective(s)	<ol style="list-style-type: none"> 1) Ensure that the school environment is safe and conducive to learning. 2) Stress violence-prevention with focus on self-esteem and creating a nurturing, classroom environment. 3) Ensure that all staff have an understanding of, and consistency in classroom management. 4) Ensure that all staff have an understanding of conflict resolution, discipline strategies, district discipline policies and the student code of conduct.
--------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Activities		Person(s) Responsible	Resources	Timeline
	A. Review safety audit recommendations and implement as appropriate.	Principals Safety Coordinator	Staff time	August; January
	B. Continue to update the district emergency operations plan to comply with state and federal guidelines. Implement the Crisis Go App across the district.	Principals Safety Coordinator	Staff time	August; January
	C. Continue offering a variety of student programs that focus on safety issues including, but not limited to: Internet Safety, Bullying (Cyberbullying), Drug prevention, Dating violence, Suicide prevention, and Conflict Resolution.	Principals Counselor ESC 14 personnel	Staff time Local funds	August - May
	D. Provide training to all faculty on the Emergency Operations Plan.	Principals Safety Coordinator	Staff time	August
	E. Continue the student/parent surveys for information on how safe students feel at school and review those results monthly.	Principals Data coordinator SBDM	Staff time	August - Dec; Feb - May
	F. Provide training and implement Capturing Kids Hearts in grades 1 - 12	Principal Teachers	Staff Time General Fund	Aug - May
	G. Administrators will review discipline data and create a plan to appropriately address campus discipline issues based on campus needs. Special attention to special populations.	Principals	Staff Time	Aug - May

	H. School Health Advisory Council will continue to meet and evaluate the health needs and practices for the District.	School Nurse	Staff Time	Aug - Dec. Feb - May
--	-----------------------------------------------------------------------------------------------------------------------	--------------	------------	----------------------

Evaluation	<ul style="list-style-type: none"> • Results of Safety Audit and Recommendations • Training agendas and sign in sheet • Listing of programs offered to students • Student/Parent Survey Results • Number and type of discipline referrals made on a monthly basis.
------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

APPENDIX A:

ANNUAL ACTION PLAN

BENCHMARK 1: DEMONSTRATE MISSION DRIVEN LEADERSHIP	
OBJECTIVES:	<ol style="list-style-type: none"> 1. Evaluate and update Annual Board Goals 2. Continue meeting with and updating the leadership team and advisory board. 3. The Leadership Team will meet weekly to review district and campus programs and P-TECH OBM and measures.

		Person Responsible	Artifacts
ACTIVITIES:	<ul style="list-style-type: none"> • Disseminate and evaluate the mission and vision of our P-TECH Blueprint. 	Leadership Team	Minutes Agendas Postings
	<ul style="list-style-type: none"> • Create a program specific PTECH Advisory Board for each program of study guaranteeing that it is representative of: administration, faculty, staff, students, higher education, and P-TECH businesses, and use their input to guide curriculum, internships, and externships. 	Leadership Team	Minutes Agendas
	<ul style="list-style-type: none"> • Use a collection of data from best performing or similar P-TECH academies to annually review and revise the Annual Action Plan and to make leadership decisions. 	Leadership Team	Surveys, Examples,

			TAPR, etc.
	<ul style="list-style-type: none"> Create a definition of the P-TECH leader's level of autonomy in supervising the school. 	Leadership Team	Finished product
	<ul style="list-style-type: none"> Use clear mission driven, decision-making strategies that are understood by all. 	Superintendent	RCISD Progress Goal Measures
	<ul style="list-style-type: none"> Regular meetings will be held during PLC's once each semester to collaborate about P-TECH and Program of Study offerings, alignment with core curriculum classes, and student retention in P-TECH/Program of Study to make sure that the mission is being enforced. 	Instructional Coaches Assistant Sup of C & I	Agendas

BENCHMARK 2: INCORPORATE THE P-TECH CULTURE

OBJECTIVES:	<ol style="list-style-type: none"> Create personalized plans for each student. Create a strong P-TECH culture. Prepare students for Postsecondary success.
-------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		Person Responsible	Artifacts
ACTIVITIES:	<ul style="list-style-type: none"> Create a student advisory/government council that meets regularly and focuses on personalizing student experiences and provides students a place to voice concerns and issues and make suggestions for improvement. 	Assistant Sup of C & I Counselor Stu.Co Advisor	Agendas Minutes Sign-in Sheets Student Meetings
	<ul style="list-style-type: none"> Create a way for students to share their knowledge with the community through SRP poster presentations and participation in contests. 	Leadership Team IC's Director of Research	Presentations
	<ul style="list-style-type: none"> Create an Individualized P-TECH focused high school graduation plan to include 4-5 years of Math and Science, endorsements and industry based certifications. 	Assistant Sup. of C & I Counselor	Degree plans
	<ul style="list-style-type: none"> Create a strong P-TECH culture with clear policies and procedures that support and develop respect, responsibility, trust, and meaningful adult and peer relationships through a faculty-student mentoring program that includes administrators and teachers 	Leadership Team	Mentor partnerships

	and focuses on the learning of each student.		
	<ul style="list-style-type: none"> Have regularly scheduled parent meetings for transition from elementary to middle school and from middle school to high school, as well as, financial aid information meetings and college and career planning meetings. 	Campus Principals Campus Counselors Assistant Sup. of C & I	Agendas Sign-in Sheets
	<ul style="list-style-type: none"> Provide support for students to graduate with the Associate's Degree from higher education partners, trained college course facilitators, mentorships, and tutorial sessions. 	Leadership Team Secondary Principal Counselor Director of AVID IC's	Mentors Tutorial lists RSSI Grant OBM
	<ul style="list-style-type: none"> Students will complete ACT/SAT readiness activities in AVID through the Xello, Chad Cargill and the ACT Test Prep program to increase results on entrance exams and the school will pay for all junior students to take the PSAT & ACT, and seniors to take the SAT. 	AVID teachers Counselor	Test Results

BENCHMARK 3 - NOT APPLICABLE - STUDENT OUTREACH, RECRUITMENT, AND RETENTION

	We are a schoolwide program
--	-----------------------------

BENCHMARK 4: PROVIDE AVENUES FOR TEACHER SELECTION, DEVELOPMENT AND RETENTION

OBJECTIVES:	<ol style="list-style-type: none"> Recruit highly qualified teachers. Provide teacher support and development. Create a plan for teacher retention.
-------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		Person Responsible	Artifacts
ACTIVITIES:	<ul style="list-style-type: none"> Recruit and select highly qualified faculty with strong subject knowledge, SRP experience or willingness to learn, integrative STEM pedagogy, and promotes strong student relationships. 	Superintendent Elementary Principal Secondary Principal	Resumes

	<ul style="list-style-type: none"> Participates in professional development in our regularly scheduled PLC Meetings involving best practices, SRP, student assessment data, observations and instructional rounds. 	Faculty	Sign-in sheets
	<ul style="list-style-type: none"> Provide stipends when available in the budget or through P-TECH grant funds. 	Superintendents Business Manager	Financial Records
	<ul style="list-style-type: none"> Continue to pay for attainment of Master's Degrees and Doctoral degrees, in exchange for a 3 year commitment of service to the district. 	Business Manager	Financial Records

BENCHMARK 5: REGULARLY MONITOR AND EVALUATE CURRICULUM, INSTRUCTION, AND ASSESSMENT

OBJECTIVES:	<ol style="list-style-type: none"> Align curriculum horizontally and vertically focusing on career and college readiness, PTECH and workforce expectations to ensure rigor. Provide a course curriculum that is P-TECH focused across grades and subjects. Continue the incorporation and evaluation of the Common Instructional Framework in all subjects and grade levels. Integrate P-TECH education with the regular curriculum for real world relevance and problem solving. Strive for literacy among students through writing, speaking and presenting. Evaluate student progress through various types of assessment. 		
		Person Responsible	Artifacts
ACTIVITIES:	<ul style="list-style-type: none"> In the fall semester align curriculum to career and college readiness standards, P-TECH and industry expectations. 	Assistant Sup. of C & I	PD documentation
	<ul style="list-style-type: none"> Ensure that student graduation plans include a minimum of 5 years of math or science, a PTECH endorsement, and Associate's Degree. 	Counselor Assistant Sup. of C & I	PGP's
	<ul style="list-style-type: none"> Include P-TECH courses in the middle school offerings to allow students 3 years of P-TECH electives. 	Counselor Assistant Sup. of C & I Secondary Principal	Master schedule
	<ul style="list-style-type: none"> Continue the compacted math and science curriculum in grades 6 and 7 to include 8th grade standards so students will be ready for Algebra I and Biology in 	Math/Science teachers	Lesson Plans Curriculum

	the 8th grade. (Implementation of Carnegie Math)		
	<ul style="list-style-type: none"> Continue and expand the participation of students in Robotics, FFA, 4-H, and other competitions that are centered around PTECH. 	Co-curricular sponsors	Competition lists
	<ul style="list-style-type: none"> Develop student portfolios including their research projects and upload to the Mileposts data system each year, so there will be a record of growth from the 3rd grade - the Senior Capstone year. 	Agrilife Ext Specialist Dean of College Readiness	Portfolios/Posters
	<ul style="list-style-type: none"> Monitor and maintain the effectiveness of the WICOR through classroom observations, internal rounds and external rounds. 	IC's Director of AVID & Research Assistant Sup. of C & I	Observation documentation
	<ul style="list-style-type: none"> Each grading period disaggregates MAP/CBA/Interim data using student assessment results to monitor understanding and growth in all subjects and grades. 	Assistant Sup. of C & I Campus Principals	PTC Agendas
	<ul style="list-style-type: none"> Continue to incorporate Research projects in grades 3-12 which show evidence of research, analysis, collaboration, and evaluation of a real-world problem. 	Director of Research Teachers	Posters
	<ul style="list-style-type: none"> Continue to have students present their research projects to outside judges through an oral presentation which is evaluated on their scientific poster, presentation skills, and ability to defend their work. 	Agrilife Ext Specialist Director of Research IC's	Score sheets Project Presentation
	<ul style="list-style-type: none"> Through writing across the curriculum check for evidence of literacy in English and writing. 	ELA teachers IC's	PTC agenda Student work
	<ul style="list-style-type: none"> Determine and/or create assessments that incorporate 21st century job skills and proficiency that measure literacy beyond those of the STAAR & EOC. 	Counselor Assistant Sup. of C & I Academic Core & CTE Teachers	Copies of tests Eduphoria

**RCISD DISTRICT IMPROVEMENT PLAN 2023-2024
STATE AND FEDERAL MANDATES**

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support RCISD anti-Bullying policies, guidelines and procedures designed to reduce bullying (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All school staff members will be trained in the RCISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports Counselor Reports
3. Students will receive information on Cyber- Bullying through Counseling Program.	Campus Budgets	Campus Counselor	Discipline Reports Counselor reports
6. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber - bullying.	Local Funds	Campus Principals and Counselor	Discipline Reports, and Agendas

Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Counselor will be trained on Recognizing and Reporting Child Abuse.	Region 14	Counselors	Training Sign-in Sheets, Training Agendas, and Training Survey Reports
2. All campus staff members will be trained in Recognizing and Reporting Child Abuse.	State Region 14	Counselors	Training Sign-in Sheets, Training Agendas and Training Survey Reports

3. All school staff members will follow the RCISD Child Abuse Reporting Protocol.	Region 14	Campus Principals, and Counselors	Counselor Documentation
-----------------------------------------------------------------------------------	-----------	-----------------------------------	-------------------------

Coordinated Health - SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet monthly.	Student Services Budget	School Nurse	Minutes, Agendas, Sign-in Sheets
2. The council will provide the RCISD Board an annual report of their activities for the year.	Student Services Budget	School Nurse	Board Agenda – Presentation by SHAC Committee
3. Communicate SHAC updates to stakeholders including staff and parents.	SHAC Meeting Minutes Provided to Administration	School Nurse	Communication Plan for the District and Campuses; Newsletters, Websites.

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Secondary Schools will provide on-going staff training on awareness, detection and prevention of relationship abuse	PEIMS data, Counselors, Parents and Administrators Campus	Counselors, and Campus Administrators	Discipline Campus Report Referrals, Anecdotal
2. High Schools will implement programs, provided by outside agencies to eliminate teen dating violence and promote healthy relationships.	PEIMS data, Counselors, Parents and Campus Administrators	Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
3. Selected secondary courses will embed a unit of study designed to increase awareness of teen dating violence and the warning signs of abusive relationships.	PEIMS data, Counselors, Parents and Campus Administrators	Assistant Sup C & I, Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report

4. Counselors will conduct guidance lessons on conflict resolution to promote healthy relationships.	PEIMS data, Counselors, Parents and Administrators Campus	Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
------------------------------------------------------------------------------------------------------	-----------------------------------------------------------	---------------------------------------	-----------------------------------------------

Discipline Management – Safe Environments

Strategies	Resources	Staff Responsible	Evaluation
1. Review discipline data and disaggregate the data to identify training needs and issues related to the learning environment. Paying special attention to special populations.	Discipline Data	Campus Administrators	Discipline Report
2. Provide professional learning opportunities to support character education initiatives on campus	Campus Discipline Reports, Campus Administrators, Specialist/LSSP, Region 14, and Federal Funds	Campus Administration	Training records
3. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Campus Discipline Reports, Campus Administrators, Specialist/LSSP, Region 14, and Federal Funds	Campus Administration	Discipline Report
4. The RCISD AEP program and counselors offer PTECH opportunities for Level 1 & 2 Post Secondary Certificates through WTC and TSTC	Compensatory Education Funds	High School Counselors and High School Principals	Attendance Reports, and Progress Monitoring Data

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS data, Counselors, Parents and Campus Administrators	Counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

Gifted and Talented Program

Strategies	Resources	Staff Responsible	Evaluation
1. Develop and implement an annual review process to measure the effectiveness of GT services.	GT Faculty and Teachers, G/T Coordinator	Counselor and Teachers and Campus Administration GT Coordinator	Annual Report
2. Develop and annually update a written comprehensive professional learning plan designed to address the needs of GT learners (including initial 30 hours of GT training and annual 6 hour update).	GT Faculty and local funds	Counselor and Campus Administration GT Coordinator	Written Professional Learning Plan

Highly Qualified Teachers and Paraprofessionals

Strategies	Resources	Staff Responsible	Evaluation
1. Provide testing information and guide teachers through the certification process as needed.	State Testing Website, Testing Schedule and Test Prep Guides	Campus Administrators	Teacher Test Scores

2. Mentor beginning educators to improve effective teaching and performance while promoting personal and professional well- being.	Title II funds, local funds	Campus Administrators	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
3. Utilize instructional exemplars to reflect on identified aspects of effective instruction including 21 st Century skills.	Title II funds, local funds	Campus Administrators, Instructional Coaches	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
4. Increase teacher/staff retention through the Teacher Incentive allotment.	State/local funds	Campus Administrators, Instructional Coaches	T-PESS Evaluation
5. Utilize instructional coaches to calibrate classroom walkthrough documentation.	Title II funds, local funds	Campus Administrators, Instructional Coaches	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. Campuses will provide college and post high school information to all students.	High School Budgets	High School Counselors	Graduation Plans, and Post- Secondary Acceptance Data
2. Students will complete the financial aid process.	High School Budgets	High School Counselors	Student PELL Application Completion Data
3. All 6 – 12 grade students will be assigned a Career Cruising for the purpose of researching college and career options and	High School, and Middle	High School Counselors, and CTE	User Account Report
4. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School Budgets	High School Counselors	Career Pathway Graduation Plans

5. Parent meetings will be scheduled to provide post- secondary awareness and financial assistance.	High School Budgets	High School Principal Counselor AVID RSSI Director of Higher Education	Participant Data, and Participant Surveys
6. College and Career Night will be scheduled to offer opportunities for students and parents to visit with college recruiters and businesses.	High School Budgets	High School Counselor AVID Director RSSI Director of Higher Education	Participant Data, and Participant Surveys
7. College Recruiters will be given a venue to meet with students throughout the school year.	High School Budgets	High School Counselors Secondary Vice Principal	Schedule of Recruiter Visits
8. Dual credit will be required of all TSI compliant students.	High School Budgets	Counselor Assistant Sup C & I	Number of Students Enrolled in Dual Credit Courses Number of
9. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators Director of Higher Education AVID Assistant Sup C & I	Student Surveys, and Four Year Plans

10. Create a culture of college and redefine post- secondary education in order to best serve all	Campus Budgets	Campus Administrators Director of Higher Ed AVID Director Assistant Sup C & I	Student Surveys, and Graduation Tracker Data
11.Align college readiness assessments and design intervention framework to ensure college readiness for all.	Advanced Academic Budget and Campus Budgets	Campus Administrators and Educators. Director of Higher Ed Counselor Assistant Sup C & I	Student Surveys, and Graduation Tracker Data

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All staff members will be trained in the RCISD Suicide Prevention Protocol. All RCISD will be trained in Youth Mental Health and First Aid. (Mental Health Counselor will be housed in the District)	Campus Budgets	Campus Principal and Counselors	Training Sign-in Sheets, Training Agendas and Training Survey Reports By May 2024 Aug. - June

The Data on pages 32-35 will be added once we receive the data from TEA. The data included is from 2022.

Texas Education Agency
2022 Accountability Ratings Overall Summary
ROSCOE COLLEGIATE ISD (177901) - NOLAN COUNTY

✱ **Confidential** ✱

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		81	B
STAAR Performance	28	54	
College, Career and Military Readiness	91	98	
Graduation Rate	100	100	
School Progress		89	B
Academic Growth	59	58	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 62.9%)	60	89	B
Closing the Gaps	52	76	C

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

* This district received a scaled score less than 60 in School Progress: Part A: Academic Growth; therefore, the better of School Progress, Part A: Academic Growth or Part B: Relative Performance is limited to an 89.

Distinction Designations

X Postsecondary Readiness

Texas Education Agency
2022 Graduation Rate
ROSCOE COLLEGIATE ISD (177901) - NOLAN COUNTY
★ Confidential ★

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	95.5%	100.0%	92.3%	100.0%	-	-	-	-	100.0%	50.0%	100.0%
# Graduated	21	1	12	8	-	-	-	-	7	1	1
Total in Class	22	1	13	8	-	-	-	-	7	2	1
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%
# Graduated	28	-	17	11	-	-	-	-	12	5	1
Total in Class	28	-	17	11	-	-	-	-	12	5	1
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	100.0%	-	100.0%	100.0%	-	-	-	100.0%	100.0%	100.0%	100.0%
# Graduated	38	-	22	14	-	-	-	2	12	1	3
Total in Class	38	-	22	14	-	-	-	2	12	1	3
Annual Dropout Rate (Gr 9-12): SY 2020-21											
% Dropped Out	0.6%	0.0%	1.1%	0.0%	-	-	-	0.0%	0.0%	9.1%	0.0%
% Dropped Out - Conversion	94.0%										
# Dropped Out	1	0	1	0	-	-	-	0	0	1	0
# of Students	163	2	95	65	-	-	-	1	67	11	14

- + Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.
 - Indicates there are no students in the group.

Appendix D
Perkins V Needs Assessment

**** We have not received this yet****
(Usually comes out in late October)Appendix E



Roscoe Collegiate ISD Board Goals 2023 - 2024

Board Goal 1	The percentage of students reading on grade level (meets grade level) at the end of 3rd grade will increase from 26% in June 2022 to 50% by June 2027 as measured by STAAR.
Annual Targets	2023: 28%; 2024: 30%; 2025: 35%; 2026: 42%; 2027: 50%
Sub-Pops	Sub-Pop Data
GPM 1.1	The percentage of PreK students that score on grade level or above in CIRCLE Vocabulary will increase from 92% to 94% by June 2024.
<i>Targets</i>	<i>RECC: BOY: 81% MOY: 94% EOY: 94%</i>
GPM 1.2	Roscoe ECC - Predicted performance on Content-Based Assessments for Kindergarten scoring at or above grade level will increase from 94% to 95% in 2024. LSOA- The percentage of K students scoring at or above grade level norm on EOY DIBELS Reading will increase from 45% to 50% by May 2024.
<i>Targets</i>	<i>RECC: BOY: 65% MOY: 80% EOY: 95%</i> <i>LSOA: BOY: 11% MOY: 30% EOY: 50%</i>
GPM 1.3	Roscoe Elementary - Predicted performance on Content-Based Assessments for first-grade scoring meets grade level will increase from 65% in 2023 to 72% in 2024.

	LSOA- DIBELS Reading EOY predicted performance by 1st-grade students scoring at or above grade level norm will increase from 45% to 50% in May 2024.
<i>Targets</i>	<i>RE: BOY 65% MOY 68% EOY 72%</i> <i>LSOA: BOY 24% MOY 35% EOY 50%</i>
GPM 1.4	Roscoe Elementary - Predicted performance on Content-Based Assessments for 2nd-grade scoring meets grade level will increase from 32% in 2023 to 39% in 2024. LSOA- DIBELS Reading EOY predicted performance by 2nd-grade students at meets grade level will increase from 58% to 61% in May 2024.
<i>Targets</i>	<i>RE: BOY 32% MOY 35% EOY 39%</i> <i>LSOA: BOY 42% MOY 45% EOY 61%</i>
Board Goal 2	The percentage of students on grade level (meets grade level) in math at the end of 3rd grade will increase from 11% in June 2022 to 50% by June 2027.
Annual Targets	2023: 16%; 2024: 20%; 2025: 30%; 2026: 40%; 2027: 50%
Sub-Pops	Sub-Pop Data
GPM 2.1	The percentage of PreK students that score on grade level or above in CIRCLE math will increase from 83% to 90% by June 2024.
<i>Targets</i>	<i>RECC: BOY: 85% MOY: 88% EOY: 90%</i>
GPM 2.2	Roscoe ECC - Predicted performance on Content-Based Assessments for Kindergarten scoring at or above grade level will be 95% in 2024. LSOA- The percentage of K students scoring at or above grade level norm on EOY Mindplay Math will increase from 85% to 90% by May 2024.

<i>Targets</i>	RECC: BOY: 65% MOY: 80% EOY: 95% LSOA: Mindplay BOY: 50% MOY: 70% EOY: 90% LSOA: NWEA MAP BOY: 20% MOY 40% EOY 60%
GPM 2.3	Roscoe Elementary - Predicted performance on Content-Based Assessments for 1st-grade scoring at meets grade level will increase from 50% in 2023 to 57% in 2024. LSOA- The percentage of 1st-grade students scoring at or above grade level norm on EOY Mindplay Math will increase from 80% to 85% by May 2024.
<i>Targets</i>	RE: BOY 50% MOY 53% EOY 57% LSOA: Mindplay BOY: 50% MOY: 65% EOY: 85% LSOA: NWEA MAP BOY: 20% MOY 40% EOY 60%
GPM 2.4	Roscoe Elementary - Predicted performance on Content Based Assessments for 2nd-grade scoring at meets grade level will increase from 60% in 2023 to 68% in 2024. LSOA-The percentage of 2nd grade students scoring at or above grade level norm on EOY Mindplay Math will increase from 78% to 82% by May 2024.
<i>Targets</i>	RE: BOY 60% MOY 64% EOY 68% LSOA Mindplay: BOY: 50% MOY: 65% EOY: 82% LSOA: NWEA MAP BOY: 20% MOY 40% EOY 60%
Board Goal 3	The percentage of students who perform at the meets grade level or above on the ELAR STAAR/EOC will increase from 27% in June 2022 to 60% by June 2027.
Annual Targets	2023: 30%; 2024: 34%; 2025: 40%; 2026: 50%; 2027: 60%
Sub-Pops	Sub-Pop Tracking
GPM 3.1	RECC - ELA MAP Growth performance will increase from 71% to 80% by June 2024. RE: ELA MAP Growth will increase from 15% in 2023 to 55% in 2024. RE ELA CBA assessment performance at meets grade level will increase from 17% in 2023 to 25% in 2024. LSOA: ELA Interim 3rd through 7th grade assessment performance at the meets grade level will

	<p>increase from 34% to 38% by May 2024.</p> <p>LSOA - The percentage of 3rd through 7th grade students scoring at or above grade level norm on EOY MAP Reading will increase from 20% to 50% by June 2024</p> <p>RCHS: ELA CBA assessments will increase from 40% to 49% by June 2024 RCHS: ELA MAP Growth will increase from 32% to 41% by June 2024</p>
<i>Targets</i>	<p>RECC: MAP BOY: 71% MAP MOY: 75% MAP EOY: 80%</p> <p>RE: MAP BOY: 15% MAP MOY: 50% MAP EOY: 55% RE: CBA BOY: 17% CBA MOY 21% CBA EOY: 25%</p> <p>LSOA- MAP BOY: 23% MAP MOY: 28% MAP EOY: 32%</p> <p>RCHS: CBA BOY 43%, CBA MOY 46%, CBA EOY 49% RCHA: MAP BOY 35%, MAP MOY 38%, MAP EOY 41%</p>
GPM 3.2	The district attendance rate for all students will increase from 96% in 2023 to 98% in 2024.
<i>Targets</i>	
GPM 3.3	<p>RE: Students will meet or exceed their STAAR/EOC YOY (YEAR OVER YEAR) GROWTH measures equal to or greater than 50% by May 2025.</p> <p>LSOA - Students will meet or exceed their STAAR/EOC YOY (YEAR OVER YEAR) GROWTH measures equal to or greater than 50% by May 2024.</p> <p>HS - Students will meet or exceed their STAAR/EOC YOY (YEAR OVER YEAR) GROWTH measures equal to or greater than 50% by May 2024.</p>
<i>Targets</i>	<p>RE: STAAR READING YOY - 50% LSOA: STAAR READING YOY - 50% HS: EOC - 50%</p>

Board Goal 4	The percentage of students who perform at the meets grade level or above on the Math STAAR/EOC will increase from 9% in June 2022 to 50% by June 2027.
Annual Targets	2023: 14%; 2024: 20%; 2025: 30%; 2026: 40%; 2027: 50%
Sub-Pops	<u>Sub - Pop Tracking</u>
GPM 4.1	<p>RECC - Math MAP Growth performance will increase from 69% to 80% by June 2024.</p> <p>RE: Math MAP Growth performance at meets grade level will increase from 12% in 2023 to 41% in 2024. RE: Math CBA assessment performance at meets grade level will increase from 33% in 2023 to 38% in 2024.</p> <p>LSOA: Math Interim assessment performance by all students at the meets grade level will increase from 29% to 33% by May 2024.</p> <p>LSOA - The percentage of 3rd through 7th grade students scoring at or above grade level norm on EOY MAP Math will increase from 20% to 50% by June 2024</p> <p>RCHS: Math CBA data will increase from 32% to 41% by June 2024 RCHS: Math MAP growth data will increase from 36% to 45% by June 2024.</p>
<i>Targets</i>	<p>RECC: MAP BOY: 69% MAP MOY: 74% MAP EOY: 80%</p> <p>RE: MAP BOY: 12% MAP MOY: 36% MAP EOY: 41% RE: CBA BOY: 31% CBA MOY: 35% CBA EOY: 38%</p> <p>LSOA: MAP BOY: 23% MAP MOY: 28% MAP EOY: 32%</p> <p>RCHS: CBA BOY 35%, CBA MOY 38%, CBA EOY 41% RCHS: MAP BOY 39%, MAP MOY 42%, MAP EOY 45%</p>
GPM 4.2	The district attendance rate for all students will increase from 96% in 2023 to 98% in 2024.
<i>Targets</i>	1st 6 week: 98% 2nd 6 weeks: 98% 3rd 6 weeks: 98% 4th 6 weeks: 98% 5th 6 weeks: 98% 6th 6 weeks: 98%

GPM 4.3	<p>EL - Students will meet or exceed their STAAR YOY Growth measures equal to or greater than 50% by May 2024.</p> <p>LSOA - Students will meet or exceed their STARR YOY Growth measures equal to or greater than 50% by May 2024.</p> <p>HS - Students will meet or exceed their STAAR/EOC YOY Growth Measures equal to or greater than 50% by May 2024.</p>
<i>Targets</i>	<p>EL - YOY - 50%</p> <p>LSOA - YOY - 50%</p> <p>HS - YOY - 50%</p>
Board Goal 5	Roscoe Collegiate will attain the P-Tech Designated with Excellence status as described by TEA's CCRSM P-Tech Blueprint increasing postsecondary student readiness by increasing the number of students receiving a P-Tech designation from 75% in June 2022 to 90% by June 2027.
Annual Targets	2023: 60%; 2024: 65%; 2025: 70%; 2026: 80%; 2027: 90%
GPM 5.1	The percentage of graduating students earning a state recognized Industry - Based Certification will increase from 64% in 2023 to 65% by May 2024.
<i>Targets</i>	<p><i>Fall Semester (On Track) 58% (This Years Senior Class)</i></p> <p><i>Spring Semester (COMPLETE) 65%</i></p>
GPM 5.2	The percentage of 10th grade students meeting the TSIA component will increase from - 31% in August 2023 to 65% in May 2024.
<i>SEMESTER TARGETS</i>	<p>FALL 2023 45%</p> <p>SPRING 2024 - 65%</p>
GPM 5.3	The percentage of graduating students attaining an Associates degree will increase from 64% in August 2023 to 65% in May 2024.
<i>Targets</i>	<p><i>This year's senior class...</i></p> <p><i>FALL SEMESTER - 58% (ON TRACK) SPRING SEMESTER - 65% (COMPLETE)</i></p>

Constraint 1	The superintendent shall not allow campus administration or staff to eliminate, or neglect the implementation of a positive behavior intervention system on each campus.
CPM 1.1	The percentage of teacher leaders and administrators trained in Capturing Kids Hearts will increase from 0% in August 2022 to 100% in August 2023.
CPM 1.2	The percentage of teachers and administrators district wide implementing Capturing Kids Hearts with fidelity as measured by the RCISD rubric will increase from 0% in August 2023 to 100% in August 2025.
Constraint 2	The superintendent shall not allow campus administration or staff to eliminate or abbreviate strong instructional planning and processes as defined by the implementation of PLCs (including data-disaggregation PLCs) and the timely submissions of standards-based lesson plans using the district's lesson plan format.
CPM 2.1	The percentage of campus administrators will consistently monitor lesson plans for alignment to student expectations and research based instructional strategies as measured by the district rubric will increase from ?% to 100 by October 2023.
CPM 2.2	The percentage of professional learning communities district wide used for data analysis will increase from 50% in August 2022 to 100% by November 2023.
CPM 2.3	The percentage of teachers developing adequately aligned lesson plans and weekly assessments as measured by district guidelines will increase from a baseline of ?% to 100% of the campuses complying with expectations by October 2023.
CPM 2.4	The percent of campus administrators will ensure desired student expectations and outcomes by monitoring alignment between quality lesson plans and classroom instruction as measured by weekly walkthrough documentation (10 documented walk-throughs per week) will increase from ?% to 100% of the campuses meeting walk-through expectations by May 2023.
Constraint 3	The superintendent shall not allow campus principals to retain teachers assigned to core content areas with student performance at 50% or less on district curriculum based assessments without being placed on a growth plan. Teachers on a growth plan for two or more consecutive years will need to be reassigned. All teachers on a growth plan must complete all requirements.
CPM 3.1	The percentage of campus principals providing documented support/request interventions for teachers not meeting at least 50% of students reaching growth expectations on campus based assessment will increase from 0% to 100% of principals engaging in these activities. .
Constraint 4	Superintendent shall not retain campus principals/administrators with T-P ESS ratings of developing or lower in two or more categories in a summative rating rubric without being placed on a growth plan. Campus principals and administrators on a growth plan for two or more

	consecutive years will be removed. All campus principals and administrators on growth plan must complete all requirements in the time specified.
CPM 4.1	TPESS evaluation processes will be used for all campus principals/administrators increasing from 0% in August 2022 to 100% by June 2023.
CPM 4.2	The number of campus principals/administrators being scored as proficient will increase from 0% in August 2022 to 50% by December 2023. All principals/administrators scored as developing on their most recent T-PCESS will engage in goal setting and documented activities to meet on-going expectations designed to address the developing areas.
Constraint 5	The superintendent shall not allow administrations or staff to eliminate the expectation that all students will be placed on a degree plan leading to an industry-based certification in addition to AA/AAS/AAT/AS by high school graduation and a baccalaureate degree within 2 years under the P-TECH model.
CPM 5.1	Administration will ensure that within 30 days of enrollment, the percentage of high school students having a degree plan as measured by their pathway, IBC, associate degree, and post-secondary plans will not decrease below 100%.
Board Self-Constraints	<ul style="list-style-type: none"> • The board shall not invest less than 50% of its minutes each month into monitoring student outcome goals. • The board shall not perform or appear to perform any of the responsibilities delegated to the Superintendent. • The board shall not modify AE Local more than once per year • The board shall not violate this or any other Board-adopted policy or Board operating procedure.
Theory of Action	<p><i>Performance Management/Earned Autonomy:</i></p> <p>If the district focuses central administration on the most critical functions of campus accountability and HR support; and if the district provides differentiated paths of continuous improvement for all educators—whether in administrative roles or classroom roles; and if the differentiated HR system methodically identifies paths for performance improvement, aligns educator incentives with student outcomes, and ensures that educator placement is function of student needs rather than adult preferences; and if the district’s central administration directly administers some campuses and grants varying levels of autonomy to other campuses; and if the central administration clearly defines operational thresholds that deserve higher levels of autonomy; and if campuses having earned autonomies agree to operate in pursuit of the Board’s student outcomes goals while operating within the Board’s constraints; then the district, through its campuses, will be able to accomplish the Board’s student outcome goals while operating within the Board’s other constraints.</p>

APPENDIX F

TITLE I DESCRIPTIONS

Description 1:

How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)1-

1.

Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
Identifying students who may be at risk for academic failure;
3.

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

4

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

Description 2:

How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

Description 3:

How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2)

Description 4:

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

Description 5:

The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children

living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

Description 6:

The services the LEA will provide homeless children and

youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act

Description 7:

The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116

Description 8:

If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs

Description 9:

How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A

Description 10:

How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]

1. Coordination with institutions of higher education, employers, and other local partners; and
2. Increased student access to early college high school or dual or concurrent enrollment

opportunities, or career counseling to identify student interests and skills

Description 11:

How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students

Description 12:

If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]

1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
2. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit

Description 13:

Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will (Section 1112(b)(13))¹

1. Assist schools in identifying and serving gifted and talented students; and
2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Appendix G

PTECH Blue Print

[P-TECH Blueprint - Texas CCRSM](#)