



ROSCOE COLLEGIATE INDEPENDENT SCHOOL DISTRICT

IMPROVEMENT PLAN

2021-2022

Andy Wilson

Provost

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.

Roscoe Collegiate ISD
District Improvement Plan
2021-2022

BOARD APPROVAL

Cheyenne Smith

Signature

11/8/2021
Date

David Pantoja

Signature

11-8-21
Date

Jared Alford

Signature

11-7-21
Date

Aaron Brown

Signature

11-8-21
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Allen Richburg

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Kenny Hope

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Eloy Hererra

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11-8-21
Date

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Committee Members	Andy Wilson, Provost Marina Wilcox, Dean of Academics Tecka Heaps, Dean of Elementary Education Ben Malone, Dean of Continuing Education Heather Ward, Secondary Counselor Lindsay Freeman, Elementary Counselor Joe Elmore, Dean of Secondary Education Dana Elmore, Instructional Coach/Research Kellie Seals, Dean of College Readiness Roxanna Reyna, Texas Agri-Life Extension Lou Ann Wilson, School Nurse Jared Seals, Director of Technology Janie Abrigo, Special Education Katie Ralph, Secondary Spanish, WTC Adjunct, Secondary Social Studies Shelly Berringer, Elementary Montessori Heather Greenwood, Elementary Montessori Sheila Womack, RTI Specialist Katherine Jackson, Early Childhood Montessori , Parent , Community Member , RCISD Student
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District Summary	
Early College High School	Roscoe Collegiate ISD is now into year 12 as an Early College. The Early College program has experienced consistent growth over the past eight years. The Fall 2018 Semester has begun enrollment rates holding steady on college courses. Completion rates for the Associate Degree have also grown steadily from one student seven years ago, to 52% of the Class of 2011, 58% of the Class of 2012, 73% of the Class of 2013, 89% of the Class of 2014, 90% of the Class of 2015, & 92% of the Class of 2016, Class of 2017, 96% and 91% in the Class of 2018 and 70.37 in 2019. The current expectation is to sustain 90% or greater of each class to complete the blended model Associate Degree through Roscoe Collegiate and Western Texas College, 90% of those to complete the Baccalaureate Degree and 50% of those to complete a graduate degree. As a result of the initial Early College endeavor, Roscoe Collegiate is also heavily invested in a college readiness program, AVID, for all students in grades 6 through 12. Additionally, the district has adopted a Common Instructional Framework that consists of 21st Century skills, of which employers are demanding proficiency among their employees. As a means of assessing the level of student engagement in the Common Instructional Framework, the district has also adopted the Harvard Instructional Rounds Model, consisting of both internal and external assessment of student engagement on a weekly basis. Finally, the district has an extensive focus on understanding and educating poverty in an attempt to close the literacy gap among low-socioeconomic learners by grade 3, thereby empowering these students to become truly college ready by grade 9 and beyond. In an effort to bridge this learning gap Roscoe CISD opened the early childhood Montessori education center in the fall of 2018 for 3, 4, and 5 year olds.
STEM Academy PTECH	Roscoe Collegiate is also now beginning year 9 as a STEM/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 investigative 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 three 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.
Student Research and Apprenticeships	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 Engineering 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 apprenticeship 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.
Schoolwide 4-H	The Roscoe Collegiate School-wide 4H 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 Early College and STEM Academy at the high school level.	
System Model with Multiple Partners	During the developmental phase of The Roscoe Collegiate Model, the district has evolved away from the 20 th 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, Under Armor, 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 21 st Century School Transformation.	
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 an Early College/STEM Academy the District 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 throughNWEA MAP Testing, student research in grades 3-12 and college and career readiness culminating in Associate degrees and industry recognized certifications. In addition, in June 2019 RCISD collaborated with WTC and WTAMU to offer a local Bachelors degree for students who graduate with their associate degree.	
Students: (Data from 2018 TAPR)	Total student population	679
	Class size average	14.5
	Demographics: excluding PreK	15 African American: 368 Hispanic: 284 White: 0 American Indian: 0 Asian: 12 Multi Cultural:
	Economically Disadvantaged: LEP/ESL DAEP:	300 62 0

	At Risk CTE: Gifted and Talented: Special Education:	106 255 26 62
Staff:	Total Staff: Teachers: Campus Administration: Professional Support: Central Administration: Aides: Auxiliary Staff:	108 56 3 7 2 2 18 22
	No degree: Associate Degree Bachelor's Degrees: Master's Degrees: Doctoral Degree 1-5 Years Experience: 6-10 Years Experience: 11-20 Years Experience: Over 20 Years Experience: Student to Teacher Ratio:	1 2 48 12 1 10 20 9 5 16:1

COMPREHENSIVE NEEDS ASSESSMENT

Comprehensive Needs Assessment:	TAPR (Texas Academic Performance Report)	Parent, Teacher, Student Surveys	Biomedical and Engineering Meeting Minutes
	School Report Cards	Benchmark 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	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 2 points below the state average and bridging this gap is being addressed 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. Finally, in addressing the area of student motivation and relationship building, Capturing Kids Hearts program concept will be put into effect.
IR Campus and Targeted Improvement Plan	Roscoe Collegiate ISD received a designation of Additional Targeted Support on our 2019 A-F Accountability Listing in the areas of Academic Growth and Closing the Gaps. REL received a D in Closing the Gaps and RCHS received a D in Academic Growth. In each of the campus CIP these areas have been targeted for improvement and growth through the implementation and data tracking of MAP testing, RTI, Odyssey 3000, and APEX.

Performance Based Monitoring	Roscoe Collegiate ISD Performance Based Monitoring English as a Second Language Indicator 2ii (ESL STAAR 3-8 Passing Rate Reading) Performance Level = 3 2017 = 42% or 7 of 23 passing 2016 = 57% or 16 of 28 2015 = 33% or 6 of 18 Our target for this year is 65%. Performance Level = 1 ESL students passing STAAR Math in Grades 3-8: (Needs Assessment) 2017 = 63.2% or 16 of 23 2016 = 70.3% or 19 of 27 2015 = 44% or 8 of 18 Our target for this year is 70%. Career and Technical Education - Indicator 3 (CTE Economically Disadvantaged STAAR EOC passing rate) Performance Level = 1 2017= 73% or 11 of 15 2016 = 62.5% or 5 of 8 2015 = 100% or 11 of 11 Our target for this year is 75%. Report Only - CTE Nontraditional Course Completion rate - Males (Needs Assessment) 2016 = 51.6% Report Only - CTE Nontraditional Course Completion rate - Females (Needs Assessment) 2016= 17.8%
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ESSA (Every Student Succeeds Act) - Indicator 1(v) (Title I, Part A STAAR 3-8 Passing Rate for Writing)

Performance Level = 1 (Needs Assessment)

2017= 62.5% or 35 of 56

2016 = 70% or 28 of 40

2015 = 56% or 28 of 50

Our target for this year is 70%

Special Education - Indicator 1 (ii) (SPED STAAR 3-8 passing rate)

Performance Level = 3

2017= 36.4% or 7 of 15

2016= 36.4% or 7 of 15

2015 = 14% or 2 of 14

Our target for this year is 50%.

State Compensatory Education and Title I Funds	Direct Costs (96% of Total)	Amount of Service
	Teachers/Paraprofessional - Title 1 Campus	\$95,464
	Contracted Services - (Title I Administration costs) Region 14 Education Service Center	\$18,849
	Indirect Costs Supplies - Homeless	\$1,995
	Miscellaneous Operating Costs	\$0
	Total	\$116,308

Title I Schoolwide Components	1 - Comprehensive needs assessment 2 - Schoolwide reform strategies 3 - Instruction by highly qualified teachers 4 - High quality and ongoing professional development 5 - Strategies to attract highly qualified teachers 6 - Strategies to increase parental involvement 7 - Plans for assisting preschool children in the transition from preschool programs to local elementary programs
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	8 - Inclusion of teachers in decisions about the use of academic assessment information for the purpose of improving student achievement 9 - Effective, timely and additional assistance for students who have difficulty mastering the standards at proficient and advanced levels. 10 - Coordination integration and documentation of Federal, State and local services and programs
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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
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Objective(s)	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.
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Activities	Person(s) Responsible	Resources	Timeline
A. Continue the alignment of curriculum to the State TEKS and supporting standards in the core subjects	Dean of Academics 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.	Dean of Academics 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 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.	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 Dean of Academics	Staff time	Aug - June
G. Increase the instructional focus on writing by encouraging more writing across the curriculum,	Dean of Academics	General fund	Jan - June

	use of Revision Assistant writing program, PTC training.	ELA Teachers		
	H. Continue with cross-curricular PBL 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 tune	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 Dean of Academics Counselor ECHS Director	ECHS funds	Aug - May
	L. Through professional development time in PTC 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 PBL projects and use of Research committees to drive the PBL development	Instructional Coaches Dean of Academics Principals	Staff time	Aug - May
	N. Add an Early Childhood teacher at the Montessori to decrease student to teacher ratio.	Principal Administration	Title IV funds	Aug

Evaluation	• Walk through and observation data • TPRI results for K, 1, 2 • PBL 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 • LEP students showing growth on TELPAS and STAAR assessments • Degree plans for students • Project posters • Winners of the project presentations by grade • CBAS report
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	- Effectiveness of class reduction size with the hiring of new employee - MAP Test results and data
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Goal 2	Empower families and the community to be full partners in students' educational success.
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Objective(s)	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.
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Activities	Person(s) Responsible	Resources	Timeline
A. The district website, Schoolway, electronic message board, etc. will be used to actively communicate with parents and community members.	Principals Technology Director	Local funds	Aug - June
B. Maintain communication with parents through the dissemination of newsletter at the elementary, 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 Dean of Academics	Staff time	Aug - July
E. College information nights for grades 9-12	Dean of College Readiness Dean of Academics, Counselor	Staff time	Aug - May

Evaluation	- 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
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Goal 3	Improve and implement all special programs to increase student performance and effectiveness.
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Objective(s)	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.
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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.	Dean of Academics 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 Dean of Academics	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) 504 (including ADD and Dyslexia); 3) ESL; 4) At Risk 5) G/T; 6) Drug & Violence Prevention; 7) Crisis Intervention including suicide prevention; 8) Pregnancy and other sex related issues; 9) Technology; 10) Curriculum development	Principals Dean of Academics 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 14ESC	Leigh Petty Counselor Dean of Academics Dean of College Readiness	Staff time	Aug - May

Evaluation

- 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)

- 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.	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 7 - 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.	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	• 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.
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APPENDIX A:

ANNUAL ACTION PLAN

BENCHMARK 1: DEMONSTRATE MISSION DRIVEN LEADERSHIP	
OBJECTIVES:	1. Create and evaluate the Annual Action Plan. 2. Continue meeting with and updating the leadership team and advisory board. 3. The Leadership Team will meet weekly to review P-TECH programs.

		Person Responsible	Artifacts
ACTIVITIES:	• Disseminate and evaluate the mission and vision of our P-TECH Blueprint.	Leadership Team	Minutes Agendas Postings
	• Update the list of STEM Advisory Board representatives guaranteeing that it is representative of the school board, district, community, higher education and STEM businesses and use their input to guide curriculum, internships and externships.	Leadership Team	Minutes Agendas

	Use a collection of data from best performing or similar STEM/P-TECH academies to annually review and revise the Annual Action Plan and to make leadership decisions.	Leadership Team	Surveys Examples TAPR, etc.
	Create a definition of the P-TECH leader's level of autonomy in supervising the school.	Leadership Team	Finished product
	Use clear mission driven, decision-making strategies that is understood by all.	Provost	Examples Agendas
	Regular meetings will be held during Planning, Training and Collaboration once each semester to collaborate about STEM and Program of Study offerings, alignment with core curriculum classes, and student retention in STEM/Program of Study to make sure that the mission is being enforced.	Instructional Coaches Dean of Academics	Agendas

BENCHMARK 2: INCORPORATE THE P-TECH CULTURE	
OBJECTIVES:	- Create personalized plans for each student. - Create a strong P-TECH culture. - Prepare students for Postsecondary success.

ACTIVITIES:		Person Responsible	Artifacts
	Create a student advisory 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.	Dean of Academics Counselor	Agendas Minutes Sign-in Sheets
	Create a "Flex-Friday" schedule to provide student support through tutorials, meetings and collaboration.	Dean of Secondary Education Dean of Academics	Schedules
	Create a way for students to share their knowledge with the community through PBL poster presentations and participation in contests.	Leadership Team	Presentations
	Create an Individualized STEM/P-TECH focused high school graduation plan to include 4-5 years of Math and Science, endorsements and industry recognized certifications.	Dean of Academics Counselor	Degree plans

	Create a strong P-TECH culture with clear policies and procedures that support T-STEM and develop respect, responsibility, trust, and meaningful adult and peer relationships through a faculty-student mentoring program, that includes administrators and teachers and focuses on the learning of each student.	Leadership Team	Mentor partnerships
	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.	Counselor	Agendas Sign-in Sheets
	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	Mentors Tutorial lists
	Students will complete ACT/SAT readiness activities in AVID through the Career Cruising program to increase results on entrance exams and the school will pay for all junior students to take the PSAT.	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:	- Recruit highly qualified teachers. - Provide teacher support and development. - Create a plan for teacher retention.

		Person Responsible	Artifacts
ACTIVITIES:	Recruit and select highly qualified faculty with strong subject knowledge, PBL experience or willingness to learn, integrative STEM pedagogy, and promotes strong student relationships.	CEO Provost Elementary Dean of Education Secondary Dean of Education	Resumes

	Participates in weekly professional development in our regularly scheduled Planning, Training and Collaboration Meetings involving best practices, PBL, student assessment data, observations and instructional rounds.	Faculty	Sign-in sheets
	Provide stipends when available in the budget or through STEM grant funds.	CEO Provost Business Manager	Financial Records
	Continue to pay for attainment of Master's Degrees and Doctoral degrees, in exchange for a 3 year commitment of service to the district.	CEO Business Manager	Financial Records

BENCHMARK 5: REGULARLY MONITOR AND EVALUATE CURRICULUM, INSTRUCTION, AND ASSESSMENT			
OBJECTIVES:	- Align curriculum horizontally and vertically focusing on career and college readiness, STEM and workforce expectations to ensure rigor. - Provide course curriculum that is STEM focused across grades and subjects. - Continue the incorporation and evaluation of the Common Instructional Framework in all subjects and grade levels. - Integrate STEM 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:	In the fall semester align curriculum to career and college readiness standards, STEM and industry expectations.	Dean of Academics	PD documentation
	Ensure that student graduation plans include a minimum of 5 years of math or science, a STEM endorsement, and Associate's Degree.	Counselor Dean of Academics	PGP's
	Include STEM courses in the middle school offerings to allow students 3 years of STEM electives.	Counselor Dean of Academics Dean of Secondary Ed.	Master schedule
	Continue the compacted math and science curriculum in grades 6 and 7 to	Math/Science teachers	Lesson Plans

	include 8th grade standards so students will be ready for Algebra I and Biology in the 8th grade.		Curriculum
	Continue and expand the participation of students in Robotics, FFA, 4-H, and other competitions that are centered around STEM.	Co-curricular sponsors	Competition lists
	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/Poster
	Create Innovative courses for STEM that do not fit into one of the approved STEM course choices.	Dean of Academics	Course approval list
	Monitor and maintain the effectiveness of the Common Instructional Framework through classroom observations, internal rounds and external rounds.	IC's Deans of Education Dean of Academics	Observation documentation
	Each grading period disaggregate data using student assessment results to monitor understanding and growth in all subjects and grades.	Dean of Academics	PTC Agendas
	Continue to incorporate Research projects in grades 3-12 which show evidence of research, analysis, collaboration, and evaluation of a real-world problem.	Agrilife Ext Specialist	Posters
	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 Deans of Education	Score sheets
	Through writing across the curriculum check for evidence of literacy in English and writing.	ELA teachers IC's	PTC agenda Student work
	Determine and/or create assessments that incorporate all the facets of STEM including 21st century job skills and proficiency that measure literacy beyond those of the STAAR.	Counselor Dean of Academics STEM teachers	Copies of tests

APPENDIX B:

RCISD DISTRICT IMPROVEMENT PLAN 2017-2018; 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
3. Students will receive information on Cyber- Bullying through Counseling Guidance Program.	Campus Budgets	Campus Counselor	Discipline 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
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Coordinated Health - SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet a minimum of 4 times per year.	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	Dean of Academics, Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report

4. Counselor 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
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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.	Discipline Data	Campus Administrators	Discipline Report
2. Provide professional learning opportunities to support character education initiatives 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
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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	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	Written Professional Learning Plan

Highly Qualified Teachers and Paraprofessionals

Strategies	Resources	Staff Responsible	Evaluation
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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. 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
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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	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 Counselors	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	Schedule of Recruiter Visits
8. Dual and Concurrent credit will be required of all TSI compliant students.	High School Budgets	Counselors	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	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	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.	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.	Campus Budgets	Campus Principal and Counselors	Training Sign-in Sheets, Training Agendas and Training Survey Reports

APPENDIX C:

RCISD REPORTS

Grad	Total	English		Math		Reading		Science		Composite	
		RCHS	Texas	RCHS	Texas	RCHS	Texas	RCHS	Texas	RCHS	Texas
2009	22	17.2	19.9	19.6	21.3	19.2	20.9	18.1	20.6	18.6	20.8
2010	21	16.9	19.7	20.5	21.4	19.2	20.8	20.2	20.9	19.2	20.8
2011	24	17.9	19.6	20.3	21.5	17.8	20.7	19.8	20.8	19.1	20.8
2012	19	18.3	19.6	20.3	21.4	18.1	20.8	18.8	20.8	19.0	20.8
2013	23	19.9	19.8	20.6	21.5	20.7	21.0	20.4	20.9	20.5	20.9
2014	19	19.2	19.8	19.5	21.4	21.3	21.1	21.4	21.0	20.4	20.9
2015	24	17.9	19.8	18.8	21.1	19.0	21.1	19.1	21.0	18.8	20.9
2016	23	16.7	19.4	18.0	20.7	17.1	21.0	18.8	20.7	17.7	20.6
2017	28	18.4	19.5	19.5	20.7	18.1	21.1	19.3	20.9	18.9	20.7
2018	29	18.8	19.6	18.3	20.4	19.1	21.1	19.3	20.8	19.1	20.6
2019	31	18.0	19.5	18.3	20.4	19.1	21.1	19.3	20.6	18.8	20.5

* 2020 ACT data not available at this time due to COVID

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

English Composition = 18 on English Test

College Algebra = 22 on Math Test

Social Sciences = 22 on Reading Test

Biology = 23 on Science Test

College Class Enrollment

	2009 - 2010	2010-2011 1	2011-2012 2	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Enrolled	104	91	99	103	111	115	136	134	133	131
# Taking college classes	37	76	87	103	102	111	129	129	125	119
# Courses	135	201	215	313	279	306	336	337	332	337
# hours	441	623	669	732	866	970	1050	1094	1085	1085

Associates Degrees Completed

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total # Seniors	29	25	18	26	19	20	26	28	30	27	27
Total # Associates	1	13	11	19	17	18	24	27	27	21	19
Percentage	3%	52%	61%	73%	89%	90%	92%	96%	90%	91%	70%

**Graduate Study
Classes of 2005-2019**

2005 updated 2012; 2006 updated 2013; 2007 updated 2014; 2008 updated 2015; 2009 updated 2016; 2010+ updated 2017

	% Enrolling fall immediately after HS - All	% Enrolling at any time 1st yr after HS	% Enrolling any time 1st 2 yrs after HS	% Enrolled 1st yr and returned for 2nd yr	% Completed a degree (Asso. Or Bachelor's) within 6 yrs.	% Completed Associate's at RCHS	% Completed a Bachelor's Degree	% Completing a Graduate Degree
2005	44%	48%	64%	92%	36%		28%	8%
2006	63%	67%	67%	75%	33%		30%	10%
2007	40%	44%	52%	55%	28%		20%	0
2008	68%	68%	79%	92%	37%		32%	11%
2009	62%	65%	65%	77%	29%		23%	11%
2010	67%	67%	73%	60%	34%	3%	28%	3%
2011	65%	65%	65%	80%	65%	57%	36%	14%
2012	61%	67%	72%	67%	67%	61%	35%	0%
2013	65%	69%	81%	61%	73%	73%	31%	8%
2014	84%	84%	84%	88%	89%	89%	16%	5%
2015	70%	70%	80%	61%	NO DATA	90%	NO DATA	NO DATA
2016	42%	46%	62%	NO DATA	NO DATA	92%	NO DATA	NO DATA
2017	54%	NO DATA	NO DATA	NO DATA	NO DATA	96%	NO DATA	NO DATA
2018	63%	NO DATA	NO DATA	NO DATA	NO DATA	90%	NO DATA	NO DATA
2019	60%	NO DATA	NO DATA	NO DATA	NO DATA	91%	NO DATA	NO DATA
2020	67%	NO DATA	NO DATA	NO DATA	NO DATA	70%	NO DATA	NO DATA

Numbers

	# Enrolling fall immediately after HS - All	# Enrolling at any time 1st yr after HS	# Enrolling any time 1st 2 yrs after HS	# Enrolled 1st yr and returned for 2nd yr	# Completed a degree within 6 yrs.	# Completed Associate's at RCHS	# Completing a Bachelor's Degree	Completing a Graduate Degree
2005	17 of 25	12 of 25	16 of 25	11 of 12	9 of 25	NA	7 of 25	2 of 25
2006	19 of 30	20 of 30	20 of 30	15 of 20	10 of 30	NA	9 of 30	3 of 30
2007	10 of 25	11 of 25	13 of 25	6 of 11	7 of 25	NA	5 of 25	0
2008	13 of 19	13 of 19	15 of 19	12 of 13	7 of 19	NA	6 of 19	1 of 19
2009	21 of 35	22 of 35	22 of 35	17 of 22	10 of 35	NA	8 of 35	4 of 35
2010	20 of 30	20 of 30	22 of 30	12 of 20	10 of 29 (1 deceased)	1 of 30	8 of 29	1 of 29
2011	15 of 23	15 of 23	15 of 23	12 of 15	15 of 23	13 of 23	8 of 22 (1 deceased)	3 of 22
2012	11 of 18	12 of 18	13 of 18	8 of 12	12 of 18	11 of 18	6 of 17 (1 deceased)	0 of 17
2013	17 of 26	18 of 26	21 of 26	11 of 18	19 of 26	19 of 26	8 of 26	2 of 26
2014	16 of 19	16 of 19	16 of 19	14 of 16	17 of 19	17 of 19	3 of 19	1 of 19
2015	14 of 20	14 of 20	16 of 20	11 of 18	NO DATA	18 of 20	NO DATA	NO DATA
2016	11 of 26	12 of 26	16 of 26	NO DATA	NO DATA	24 of 26	NO DATA	NO DATA
2017	15 of 28	NO DATA	NO DATA	NO DATA	NO DATA	27 of 28	NO DATA	NO DATA
2018	17 of 27	NO DATA	NO DATA	NO DATA	NO DATA	21 of 27	NO DATA	NO DATA

Community Based Accountability

With a vision of preparing students that are future-ready, Roscoe Collegiate Independent School District looks beyond test scores to assess student learning.

	90% Complete the Associate's Degree 90% of those Complete a Bachelor's Degree 50% of those Complete a Master's Degree
	90% Complete the STEM Endorsement 90% Complete the Multi-Disciplinary Endorsement 90% Complete at least one other Endorsement Every senior completes a Capstone Research Project Every student completes an apprenticeship their senior year Every student has at least one industry recognized certification.
	• Survey to measure student growth and engagement • Survey to measure parent engagement • Survey to measure staff engagement

District of Innovation Timeline

Wednesday, July 1, 2015 - 10 am, Secondary Conference Room

Initial meeting with leadership team to discuss preliminary thoughts and members of the District of Innovation Committee

Monday, July 20 2015 - 7:00 pm, Board Room

Initial meeting with board to discuss preliminary thoughts and members of the District of Innovation Committee

Monday, October 5, 2015 - 4:00 pm, AVID Annex

Meeting with Site Base Committee to discuss preliminary objectives for District of Innovation designation

Monday, October 19, 2015 - Board Room

7:00 pm, Regular Meeting

Board of Trustees approve resolution to hold a public hearing to discuss the possibility of using HB 1842 to become District of Innovation

7:05 pm, Public Hearing

Public Hearing to explain and discuss possibility of becoming District of Innovation

7:00 pm, Regular Meeting

Approve a motion to pursue local "District of Innovation" plan
Board of Trustees approve the members of the District of Innovation Committee

Friday, January 29, 2016 - 1:00 pm, Secondary Conference Room

Initial Meeting of the District of Innovation Committee

Friday, February 5, 2016 - 1:00 pm, Site Base Conference Room

2nd meeting of the District of Innovation Committee

Monday, April 4, 2016 - 4:00 pm, AVID Annex

District Site Base Committee to discuss District of Innovation Plan

Friday, April 8, 2016 - 7:30 am, AVID Conference Center

District-wide faculty meeting to discuss District of Innovation Plan

Monday, April 11, 2016 - Monday, May 16, 2016

Post the District of Innovation plan on the district website for 30 days

Monday, May 16, 2016 - 7:00 pm, Board Room

Approve the District of Innovation plan (including 2016-2017 school calendar)

Friday, June 24, 2016

Update all policy changes with TASB

**1. School start date
(EB LEGAL) (TEC 25.0811)**

Currently

Students may not begin school before the 4th Monday of August. For many years this has been the rule, however, districts had the option of applying for a waiver to start earlier.

The Texas tourism group lobbied to have this stopped because they believed it was hurting the tourism business. Therefore, several years ago the legislature took away all waivers and dictated that districts may not begin until the 4th Monday, with no exceptions.

However, for the past 4 years, Roscoe Collegiate (SD has had a special waiver granted as an Early College to begin the 2nd Monday in August to better align with our Community College Partner Calendar. In June of 2015, TEA Commissioner Michael Williams advised me that there would no longer be an Early College waiver granted and advised me to seek that flexibility through the District of Innovation designation.

Proposed

To allow for a calendar that fits the local needs of our community, Roscoe Collegiate ISD will continue to begin school on the 2nd Monday in August to better achieve student outcomes consistent with Early College/STEM Academy expectations.

- a. Students will begin school on the 2nd Monday in August.
- b. Teachers will begin in-service activities on the 1st Monday in August.
- c. This will allow an equal number of days in each semester, provide student orientation time prior to the start of the college semester, eliminate inefficient time after the conclusion of the college semester, and allow break time prior to the start of summer school for all students.
- d. The goal is to improve student academic outcomes through flexibility in the calendar.

2. Submitting waivers for Kindergarten - Grade 4 class size (EEB LEGAL) (TEC 25.111) (TEC 25.112) (TEC 25.113)

Currently:

Kindergarten - 4th Grade classes are to be kept at a 22 student to 1 teacher ratio according to state law. When a class exceeds this limit, the district must complete a waiver with TEA. These waivers are never rejected, so it is a bureaucratic step that serves no purpose.

Along with the waiver, it is required that a letter is sent home to each parent in the section that exceeds 22:1 ratio, informing them that a waiver has been submitted. This creates confusion among many parents causing them to question the effectiveness of instruction.

Proposed

While we believe that in certain circumstances small class size plays a positive role in the classroom, in many cases master teachers, who are highly trained in student engagement strategies, are equally effective with larger class size environments. Often it is not the number of students but the classroom environment that influences student learning outcomes.

- a. Roscoe Collegiate ISD will attempt to keep all the core K-4 classrooms to a 22:1 ratio. However, in the event the class size exceeds this ratio, the superintendent will report to the Board of Trustees.
- b. A TEA waiver will not be necessary when a K-4 classroom exceeds the 22:1 ratio.
- c. This will give RCISD flexibility without having the bureaucracy of waivers within TEA.

3. Teacher and Principal Evaluation (DNA LEGAL, DNA LOCAL} (TEC 21.352)

Currently

The state of Texas has used the Professional Development and Appraisal System (PDAS) teacher appraisal system since 1997. The state is issuing a new teacher appraisal system in 2016-2017 that will be called the Texas Teacher Evaluation and Support System (T-TESS).

Districts currently have the authority to only formally appraise teachers once every 5 school years. Roscoe Collegiate ISD teachers are formally evaluated annually.

Principals complete informal walk-throughs on a weekly basis.

Principals are evaluated annually on the PDAS plan.

Teachers and administrators participate in Internal Harvard Instructional Rounds on a weekly basis and External Harvard Instructional Rounds once each semester.

Proposed

A Leadership Team consisting of administrators and teachers would have the option to develop a teacher evaluation system that would be a combination of PDAS, T-TESS, T-PESS, Harvard Instructional Rounds and other best practices to develop a local instrument and/or process that fits the needs and goals of RCISD>

- a. Roscoe Collegiate ISD will utilize a locally developed teacher and principal evaluation tool.
- b. This instrument will be developed with input from central administration, campus administration, campus administration, and teachers. It will use staff input, PDAS, T-TESS, T-PESS, Harvard Instructional Rounds, and other relevant best practices.
- c. All campus teachers and administrators will continue to be formally evaluated every year. Every teacher will receive a minimum of six informal walk-throughs per year.
- d. All teachers will continue to have regular formative conferences for debrief of Harvard Instructional Rounds on a weekly, monthly, and semester basis.
- e. Principals and other members of the Leadership Team will continue to be evaluated formatively on a weekly, monthly, and semester basis on a locally developed plan.
- f. These locally developed plans should reflect the strengths, areas of concerns, and goals for Roscoe Collegiate ISD.

4. Teacher certification

(DK LEGAL, DK LOCAL, DK EXHIBIT) TEC 19 Administrative Code 230.7919 TAC 230.79

(DBA LEGAL, DBA LOCAL) TEC 21.003

Currently

In the event a district cannot locate a certified teacher for a position or a teacher is teaching a subject outside their certification, the district must submit a request to TEA. TEA then approves or denies this request. There is much bureaucracy and unnecessary paperwork involved in the process.

Proposed

In order to best serve RCISD students, decisions, on certification will be handled locally.

- a. The campus principals may submit to the superintendent a request to allow a certified teacher to teach a subject(s) out of their certified field. The principals must provide reasoning for the request and document what credentials the certified teacher possesses which qualify this individual to teach this subject.
- b. An individual with experience in a CTE field could be eligible to teach a vocational skill or course through a local teaching certificate. The principals will submit the request to the superintendent with all the individual's credentials. The superintendent will then approve the request if they feel the individual could be an asset to students. The superintendent will then report this action to the Board of Trustees prior to the individual beginning employment. Local teaching certificates will require an employment agreement rather than a contract.
- c. This process will allow more flexibility in our scheduling and more options for our students in class offerings leading to industry recognized certifications.