

Rockwall Independent School District

District Improvement Plan

2023-2024



Mission Statement

Call To Action

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

2022-2023 RISD District Improvement Plan

2022-2023 RISD Campus Improvement Plans

2022 STAAR Data

2022 Accountability Report

2022-2023 Common Assessment Data

Demographics

Demographics Summary

Rockwall ISD is comprised of over 18,700 students beginning the 2023-2024 school year. Per the 2022 Texas Academic Performance report, our student population is made up of 53.67% White, 24.82% Hispanic, 12.22% African American, 4.93% TMR, and 3.67% Asian students. The district employs 1,983 employees.

Students Information	Percent
Economically Disadvantaged	27.03%
Non-Educationally Disadvantaged	72.95%
English Language Learners	10.47%
Students with Disciplinary Placements	1.70%
At-Risk Students	24.93%

Student by Program	Percent
Bilingual/ESL Education	9.0%
Career and Technical Education	66%
Gifted and Talented Education	8.3%
Special Education	11.8%

Professional Staff	Percent
Teachers	53.04%
Professional Support	5.8%
Campus Administration	2.9%
Central Administration	2.5%

Staff Information	District	State
Average Years Experience of Teachers	11.77%	11.1%
Average Years Experience of Teachers in District	6.11%	7.2%

Student Achievement

Student Achievement Summary

STATE SCORE SUMMARIES:

Below is a summary of the RISD STAAR scores for Approaches and Masters Grade Level for the last five years. **Due to COVID-19 there are no 2020 STAAR scores for review.**

STAAR 3 - 8	2016	2017	2018	2019	2021	2022	2023
Reading Approaches	86%	86%	87%	86%	79%	88%	89%
Reading Masters	30%	34%	35%	37%	29%	44%	39%
Writing Approaches	81%	78%	80%	81%	73%	NA	NA
Writing Masters	18%	14%	21%	22%	13%	NA	NA
Science Approaches	89%	86%	87%	88%	79%	84%	83%
Science Masters	22%	29%	36%	39%	28%	34%	29%
Social Studies Approaches	89%	86%	86%	88%	78%	80%	79%
Social Studies Masters	27%	37%	37%	44%	30%	34%	29%
Math Approaches	87%	89%	90%	88%	79%	83%	86%
Math Masters	26%	31%	33%	37%	27%	30%	32%

EOC	2016	2017	2018	2019	2021	2022	2023
Algebra I Approaches	93%	94%	90%	95%	90%	94%	94%
Algebra I Masters	38%	42%	47%	55%	40%	54%	50%
Biology Approaches	98%	96%	94%	99%	96%	96%	98%
Biology Masters	35%	35%	42%	63%	40%	41%	46%
English I Approaches	88%	85%	79%	88%	82%	88%	89%
English I Masters	13%	13%	12%	25%	18%	21%	27%
English II Approaches	90%	88%	85%	87%	87%	90%	92%
English II Masters	14%	13%	13%	15%	16%	14%	16%
US History Approaches	98%	98%	98%	99%	96%	98%	99%
US History Masters	49%	60%	64%	70%	58%	63%	55%

NATIONAL SCORE SUMMARIES:

The average ACT score of a RISD student in 2023 is 23.6. The district average SAT score in 2023 was 1026, with an average score of 519 in Evidence-Based Reading and Writing (ERW) and 507 in Math.

Advanced Placement (AP) Summary:

Rockwall ISD administered 2,357 AP exams to 1,395 students in 2023. Amongst those AP exams, 67% of RISD students made a 3 or higher (passing standard) that year.

International Baccalaureate (IB) Summary:

RISD's International Baccalaureate Diploma Program (IBDP) had 94 students enrolled in IB coursework for the 2022-2023 school year and saw 62% of IB Diploma candidates in the Class of 2023 graduating class earning their IB Diploma.

Dual Enrollment/Dual Credit:

RISD continues to have large numbers of students enrolled in a dual credit course through the University of Texas OnRamps Program. For the 2022-2023

school year, 539 students were enrolled in OnRamps courses, including PreCalculus, Statistics, College Algebra, US History, and Geoscience with 95% of the students earning credit from the University of Texas. In addition, dual credit enrollment by RISD students has continued to grow due to the continued course offerings at the Gene Burton College and Career Center (GBCCA) within the school district's boundaries. For the 2022-2023 school year, 692 students were enrolled in dual credit courses at the Gene Burton College and Career Academy (GBCCA).

Student Achievement Strengths

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

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

Fine Arts: Rockwall ISD students are very competitive in Fine Arts activities as evidenced by the number of groups advancing to the highest competitive levels and the number of students achieving state or national recognition for their work. In the Spring of 2023, Rockwall ISD was identified as a, "Best Communities for Music Education" by the NAMM foundation for the seventh year in a row. Rockwall ISD was also recognized as a District of Distinction by the Texas Art Education Association.

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District Culture and Climate

District Culture and Climate Summary

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

What We Believe:

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

Our Learner Outcomes:

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

Our Learner Profile:

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

Our Goals:

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

Our Core Values:

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

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

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

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

Staff Quality, Recruitment, and Retention Strengths

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

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

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

RISD regularly participates in a Compensation Study conducted by the Texas Association of School Boards to review our compensation plan to objectively examine pay for employees to assess competitiveness of District pay compared to market standards.

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our curriculum and instruction department continues to provide a guaranteed and viable curriculum for students to have equal access to curriculum in every classroom on every campus. Teachers have access to Unit Overviews, Pacing Guides, Year at a Glance documents, and Campus Common Assessments (CCAs) that are collaboratively written with teacher curriculum design teams and the content curriculum coordinator. Our curriculum design teams have developed a curriculum for the core content areas that is written by teachers from each campus in the district. The curriculum design team and the curriculum coordinator also create Campus Common Assessments (CCAs) that can be given at the end of each unit. The data from the CCAs is used by the PLC to guide instruction for the next unit and create a common focus on essential standards. Additionally, the campuses and district utilize NWEA MAP Growth assessment data to support targeted student instruction in grades 3-8.

Parent and Community Engagement

Parent and Community Engagement Summary

People move to Rockwall for the large variety of superb offerings to families, in which, one is the school district. Rockwall ISD is a strong district and parent involvement is welcomed and encouraged. RISD believes our schools are stronger by partnering with parents. Parents are encouraged to participate on campus and district level committees so they have a voice in decision-making. Just to name a few ways parents can partner with RISD are the following:

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

Parents are encouraged to report any concerns to campus and district leaders. Anyone in the community can post to an anonymous tip line. This district has a “Contact Us” on the district website and on campus websites. The district has a Parent Center for families to access computers, Adult English as a Second Language classes, and to assess students' language. The district provides communication in English and Spanish.

Title I and local funds are used to plan meaningful events for families to help parents feel comfortable with supporting their child’s education. RISD has many resources for student success in both academic and social/emotional needs.

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

Technology

Technology Summary

Rockwall ISD has made a commitment to enhance the value of education through the infusion of technology into the instructional environment. Our Strategic Plan focuses on high levels of technology integration across the district to provide relevant and engaging learning experiences for all students. Technology is available to teachers and students throughout the day. Teachers are issued a laptop for use with planning, instruction, analyzing student data, record keeping, and professional learning. All classrooms have an interactive projector or flat panel and a document camera. Every core content classroom in Rockwall ISD has a one-to-one cart model so that every student has access to a device for learning. Elective courses and specialized classrooms have a model that is aligned to their curricular and student needs for technology.

Google's Education Suite is provided to all staff and students as a way to collaborate and communicate. High school students and middle school students have access to district provided email accounts to increase their ability to communicate professionally with their teachers, peers, and the community. Canvas is a learning management system used in grades 3-12 for digital learning. Grades EE-2 use SeeSaw for digital learning. Teachers integrate technology into their lessons to enrich and extend instruction. Instructional Technology Specialists work with students, teachers, and staff on campus to support the integration of technology tools in the classroom, to integrate Technology Application TEKS, and provide training on hardware, software, and digital tools. Library Media Specialists work with students, teachers, and staff to promote all types of literacy, research skills, and provide copyright and digital citizenship expertise and training.

Technology Strengths

Rockwall ISD provides digital services and solutions that support and enhance learning. The Infrastructure Team continues to update and secure the network regularly to ensure business continuity. The Operations Team has been restructured to maximize end user support and satisfaction. Instructional Technology surveys teachers, staff, and administrators yearly to determine areas of focus in training and professional learning for each campus. Instructional Technology Specialists meet regularly with campus principals to ensure that technology integration and support aligns with Campus Improvement Goals. Rockwall ISD has an identified scope and sequence for each student through the eighth grade that focuses on internet safety, digital citizenship and copyright. Each campus library has a makerspace area that helps promote skills such as creativity, problem solving, computational thinking, innovative designing, and collaborating.

Problem Statements Identifying Technology Needs

Problem Statement 1: Supporting the technology and training of new staff and students. **Root Cause:** Rockwall ISD is a high growth district.

Problem Statement 2: Developing and maintaining accurate equipment and instructional resource records. **Root Cause:** Lack of adequate staffing and software

Problem Statement 3: Developing procedures and guidelines to implement state regulations. **Root Cause:** Changes in state law

Priority Problem Statements

Goals





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

Performance Objective 1: Ensure a quality PK-12 Guaranteed and Viable Curriculum that is aligned to what is written in the TEKS and assesses mastery of the TEKS to ensure optimal student performance.

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

Strategy 1 Details	Reviews			
Strategy 1: Facilitate curriculum, instruction, and assessment discussions with campus principals and the C&I team monthly. Strategy's Expected Result/Impact: Strategic systems created to monitor the effectiveness of the district provided curriculum. Staff Responsible for Monitoring: Curriculum & Instruction team	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide assessments and interventions for each content/grade level that directly address the individual needs of students. Strategy's Expected Result/Impact: Better alignment between teachers of similar grade level/course in regard to student achievement data. Staff Responsible for Monitoring: Curriculum & Instruction team, Special Programs team	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Collaborate with teachers in Curriculum Design Teams to review and revise sequence of units and update Year-at-a-Glance and Pacing Guide as needed. Strategy's Expected Result/Impact: Year-at-a-Glance and Pacing Guides provided in Forethought to help guide teachers. Staff Responsible for Monitoring: Curriculum Coordinators	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Provide professional learning opportunities which increase collaboration and participation of special education and general education teachers, promote educator effectiveness, enhance knowledge of curriculum, and model student centered, best practices in teaching and learning. Strategy's Expected Result/Impact: Improved Tier 1 instruction Staff Responsible for Monitoring: Chief Academic Officer of Elementary & Secondary Schools; Executive Director of Elementary & Secondary Schools; Director of Assessment, Accountability, & Professional Learning; Elementary and Secondary Coordinators, Federal Programs Coordinator, Special Programs team Funding Sources: - 255 - Title II Funds - \$8,288	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Host Title I Parent Meeting to involve parents in the decision-making process by reviewing the campus needs assessment, campus improvement plans, home-school compacts, and parent involvement policies. Strategy's Expected Result/Impact: Improved performance on STAAR at Title I schools. Staff Responsible for Monitoring: Federal Programs Coordinator Funding Sources: - 211 - Title I Funds - \$1,200	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Continue to support implementation and delivery of a Comprehensive Literacy Framework to emphasize reading workshop, writing workshop, word study, and small group reading instruction. Strategy's Expected Result/Impact: Increased performance in literacy at the elementary level. Staff Responsible for Monitoring: Elementary ELAR Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Continue professional learning and support for K-12 grade teachers in the implementation of reading and writing workshop to increase student literacy performance. Strategy's Expected Result/Impact: Professional learning agendas and plans Staff Responsible for Monitoring: Elementary and Secondary ELAR Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Support teachers in the implementation of universal screeners for PK-8 students and use of data to provide interventions for students scoring below grade level. Strategy's Expected Result/Impact: Increase in universal screener data results and EOY scores Staff Responsible for Monitoring: Elementary & Secondary Math Coordinator, Elementary & Secondary ELAR Coordinator, Campus Test Coordinators, Instructional Coaches, Special Programs	Formative			Summative
	Dec	Feb	Apr	June





Strategy 9 Details	Reviews			
Strategy 9: Rockwall ISD will coordinate, consult, and provide equitable services for Private Nonprofit schools with federal funds. Strategy's Expected Result/Impact: Expenditure Reports, PNP Affirmations, and equitable services worksheet Staff Responsible for Monitoring: Federal Programs Coordinator, Special Programs team Funding Sources: - 255 - Title II Funds - \$11,594, - 289 - Title IV - \$3,410	Formative			Summative
	Dec	Feb	Apr	June
Strategy 10 Details	Reviews			
Strategy 10: Ensure aligned Pre-K curriculum, progress monitoring, intervention, and enriching experiences for all Pre-K classrooms, which include, Tuition Pre-K, Early Childhood Special Education, and Qualifying Pre-K programs. Strategy's Expected Result/Impact: Expenditure Reports from Local Pre-K Funds, Progress-Monitoring Reports, CDT, PLCs Staff Responsible for Monitoring: Early Childhood Coordinator, Special Programs team	Formative			Summative
	Dec	Feb	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: Teacher leaders will be equipped with tools and techniques from professional learning embedded within Curriculum Design Teams to lead PLC discussions leading to focused, data-driven instruction and intervention. Strategy's Expected Result/Impact: Quality conversations and plans for effective instruction and intervention for students based on data they have collected and analyzed. Staff Responsible for Monitoring: Curriculum and Instruction team	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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

Performance Objective 2: Increase Masters Grade Level performance by 1% on all STAAR/EOC scores.

Evaluation Data Sources: STAAR and EOC Masters Grade Level scores increase by 1% in each content area.

Strategy 1 Details	Reviews			
Strategy 1: Provide quality professional learning to teachers throughout the year that address TEKS and instructional strategies that support students reaching Masters Grade Level. Strategy's Expected Result/Impact: Schedule of professional learning, utilization of strategies observed in classrooms. Staff Responsible for Monitoring: Curriculum & Instruction team	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide quality Campus Common Assessments (CCAs) for teachers and coordinators to use and review data to evaluate the curriculum and instruction process in RISD. Strategy's Expected Result/Impact: Increase student performance across grade levels and campuses. Staff Responsible for Monitoring: Curriculum & Instruction team	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize identified essential standards to support student mastery of the TEKS and reinforce a guaranteed and viable curriculum. Strategy's Expected Result/Impact: Increase in STAAR/EOC scores. Staff Responsible for Monitoring: Chief Academic Officer of Elementary & Secondary Schools; Executive Director of Elementary & Secondary Schools; Directory of Assessment, Accountability, & Professional Learning; Campus Principals, Curriculum Coordinators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Align all K-6 Science classes to the TEKS designated percentages of time for students' active investigational minutes, utilizing appropriate rigor and depth as evaluated by classroom observation and planning documents. Strategy's Expected Result/Impact: Classroom observation of student investigation aligned to these percentages of instructional time: Gr. K-1 80%; Gr. 2-3 60%; Gr. 4-5 50%; Gr. 6 40%. Improved student understanding as evidenced by higher processing skill scores on STAAR assessments. Staff Responsible for Monitoring: Elementary Science Coordinator	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Utilize district PLCs in Pre-K - 6th grades to increase standardization of instruction to support alignment to STAAR assessments in all grade levels. Strategy's Expected Result/Impact: Greater alignment in observed and assessed instruction. Increase student growth and vertical alignment, leading to greater student success. Staff Responsible for Monitoring: Elementary Curriculum Coordinators, Special Programs team	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Monitor implementation of literacy strategies in classrooms through coaching walks/curriculum walks and instructional rounds feedback. Strategy's Expected Result/Impact: Increase in literacy success for all content areas Staff Responsible for Monitoring: All Curriculum Coordinators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Authentic literacy practices will be embedded regularly in science classes utilizing the Interactive Read Aloud and the SPICE/CER frameworks as evidenced by students demonstrating clear communication of new learning from their investigations. Strategy's Expected Result/Impact: Increased student written communication citing evidence from active investigations. Increased student scores on process standards involving drawing conclusions and using evidence to support their thinking. Staff Responsible for Monitoring: Elementary and Secondary Science Coordinators	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Rockwall Independent School District will increase Special Education and Emergent Bilingual student growth performance on STAAR.





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

Strategy 1 Details	Reviews			
Strategy 1: Screen for potential migrant students and attend an annual "Identification and Recruitment Training" offered by the ESC 10. Strategy's Expected Result/Impact: Priority of Service Reports, Migrant Survey Staff Responsible for Monitoring: Federal Program Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Analyze STAAR, MAP Growth, and Interim Assessments Data for trends and patterns, identifying and addressing lowest performance by standard, by student group, to improve Tier I instruction. Strategy's Expected Result/Impact: Improved student performance on STAAR/EOC. Staff Responsible for Monitoring: Executive Director of Elementary & Secondary Schools; Director of Assessment, Accountability, & Professional Learning; Coordinator of Assessment & Teacher Support; Elementary and Secondary Coordinators, Special Programs team	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Support campus intervention strategies and programs with resources. Strategy's Expected Result/Impact: Increase student success, an increase of progress monitoring data of students served through dyslexia program, expanded use of co-teach classroom models. Staff Responsible for Monitoring: Chief Academic Officer of Elementary & Secondary Schools, Executive Director of Special Programs, Special Programs team, all Coordinators.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide teachers, including CTE teachers, with access to necessary literacy resources and strategies (for EB, Sped, 504 students) to address students' individual needs. Strategy's Expected Result/Impact: Increase in EB, Sped, 504 performance; effective implementation of ELPS strategies and linguistic accommodations, higher EOC scores for students participating in CTE courses. Staff Responsible for Monitoring: Director of Multilingual Services, ELAR Coordinators, campus ESL teachers, EL Instructional Specialist, ELAR department chairs, Director of 504, Special Education Directors, Executive Director of Special Programs, Executive Director of CTE	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Offer special programs for Title I schools, such as: Elementary Science Camp, PK transition night, Title I Summer Launch Camp, and additional support staff. Strategy's Expected Result/Impact: Program attendance, STAAR results Staff Responsible for Monitoring: Federal Programs Coordinator, Title I Principals Funding Sources: - 211 - Title I Funds - \$841,410	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Discuss and collaborate with administration and teachers to identify and develop effective intervention plans for students, including McKinney-Vento and foster care students. Strategy's Expected Result/Impact: Meeting agendas and intervention plans Staff Responsible for Monitoring: Homeless Liaison, Foster Care Liaison, and Special Programs Team Funding Sources: - 211 - Title I Funds - \$440	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Secondary ELAR Coordinator will support and train teachers to analyze student evidence-based writing to assess progress on each genre (i.e., narrative, correspondence, informative, and argumentative). Strategy's Expected Result/Impact: Writing samples, benchmark, and EOC performance Staff Responsible for Monitoring: Secondary ELAR Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Continue to support district-wide implementation of Wilson Foundations Phonics program for struggling learners in grades K-2, Leveled Literacy Intervention program in 2nd - 6th grades, and iStation in K-6 grades. Strategy's Expected Result/Impact: Decrease number of students requiring intervention Staff Responsible for Monitoring: Elementary ELAR Coordinator, Instructional Coaches	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Special Programs Leadership team will meet with each campus administrative team annually to review student data. Strategy's Expected Result/Impact: Targeted support for students enrolled in special programs Staff Responsible for Monitoring: Executive Director of Special Programs, Special Programs Team, Chief Academic Officer of Elementary Schools	Formative			Summative
	Dec	Feb	Apr	June

Strategy 10 Details	Reviews			
Strategy 10: Foster collaboration between the Special Programs team and the Curriculum & Instruction team to support teachers. Strategy's Expected Result/Impact: Increase the percentage of students demonstrating annual growth. Greater alignment in instructional practices and strategies in all programs. Staff Responsible for Monitoring: Chief Academic Officer of Elementary & Secondary Schools, Executive Director of Elementary & Secondary Schools, Executive Director of Special Programs, Special Programs Team	Formative			Summative
	Dec	Feb	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: Refine the 504 processes and procedures for campus staff and personnel. Strategy's Expected Result/Impact: Special Programs 504 Handbook, 504 Paperwork audits Staff Responsible for Monitoring: Executive Director of Special Programs, Director of 504	Formative			Summative
	Dec	Feb	Apr	June
Strategy 12 Details	Reviews			
Strategy 12: Require that newly hired elementary and secondary ELAR teachers have or obtain ESL certification within their first year of employment in the district. Strategy's Expected Result/Impact: Certifications Staff Responsible for Monitoring: Director of Multilingual Services, Chief Academic Officer of Elementary & Secondary Schools, Chief Human Resources Officer, Director of Human Resources	Formative			Summative
	Dec	Feb	Apr	June
Strategy 13 Details	Reviews			
Strategy 13: Utilize services of District Title III EL Specialist at campuses to support job-embedded professional learning and provide instructional support to enhance the academic success of Emergent Bilingual students. Strategy's Expected Result/Impact: District Title III EL Specialist schedule of services provided to each campus Staff Responsible for Monitoring: Director of Multilingual Services, District EL Instructional Specialist, Campus Principals Funding Sources: - 263 - Title III Funds - \$39,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 14 Details	Reviews			
Strategy 14: Continue implementation of Esperanza with at-risk students in bilingual kindergarten and first grade. Strategy's Expected Result/Impact: Esperanza screeners and progress monitoring reports. Staff Responsible for Monitoring: Director of Multilingual Services, Dual Language Specialists, Bilingual teachers, Principals and Instructional Coaches Funding Sources: - 263 - Title III Funds - \$4,000	Formative			Summative
	Dec	Feb	Apr	June

Strategy 15 Details	Reviews			
Strategy 15: Perform local audit of EB folders to ensure consistent EB documentation and compliance with TEA requirements. Strategy's Expected Result/Impact: Campus visits will be randomly selected so that approximately 4-6 EB folders will be reviewed at each visit. A district checklist will be used to review each of the selected folders. Feedback provided to campus principals and campus ESL Specialist to ensure compliance. Staff Responsible for Monitoring: Director of Multilingual Services, Campus ESL Specialists, Campus Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 16 Details	Reviews			
Strategy 16: Continue to offer Adult ESL classes to the parents/guardians of Emergent Bilingual students in the district. Strategy's Expected Result/Impact: Attendance sheets, lesson plans Staff Responsible for Monitoring: Director of Multilingual Services, Adult ESL teachers Funding Sources: - 263 - Title III Funds - \$15,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 17 Details	Reviews			
Strategy 17: Verify accurate PEIMS coding of all CTE students. Strategy's Expected Result/Impact: Accurate and appropriate PEIMS coding, higher ROA scores on CTE performance on EOC Staff Responsible for Monitoring: CTE Executive Director, Director of Student Information Services, PEIMS	Formative			Summative
	Dec	Feb	Apr	June
Strategy 18 Details	Reviews			
Strategy 18: Provide support for 8th grade social studies and high school U.S. History teachers, including instructional strategies, resources, and modeling instruction, to differentiate instruction for targeted student intervention in social studies classrooms. Strategy's Expected Result/Impact: Agendas for specified professional learning, individual teacher meetings, classroom observations, increase in STAAR social studies scores Staff Responsible for Monitoring: Secondary Social Studies Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 19 Details	Reviews			
Strategy 19: District Dual Language Specialists to provide support for bilingual teachers, including modeling instruction and providing resources to support differentiation with Emergent Bilingual students. Strategy's Expected Result/Impact: Schedule of services provided to each campus Staff Responsible for Monitoring: Chief Academic Officer of Elementary Schools, Director of Multilingual Services, Executive Director for Elementary Schools, Principals at bilingual campuses Funding Sources: - 263 - Title III Funds - \$43,000, - 211 - Title I Funds - \$43,000	Formative			Summative
	Dec	Feb	Apr	June

Strategy 20 Details	Reviews			
Strategy 20: ARD Committees, LPAC, IEP, and 504 Committees will receive training and information regarding appropriate STAAR decisions for administration and accommodations for students with disabilities. Strategy's Expected Result/Impact: Increased STAAR growth for students with disabilities Staff Responsible for Monitoring: Special Programs Team, Campus Test Coordinators, Coordinator of Assessment & Teacher Support, Director of Assessment, Accountability, & Professional Learning	Formative			Summative
	Dec	Feb	Apr	June
Strategy 21 Details	Reviews			
Strategy 21: Provide support for biology teachers, including instructional strategies and resources, to differentiate instruction for targeted student intervention in biology classrooms. Strategy's Expected Result/Impact: Agendas for professional learning, individual teacher meetings, PLCs, classroom observations, increase in STAAR Biology scores Staff Responsible for Monitoring: Secondary Science Coordinator, EL Coordinator, EL Instructional Specialist	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 4: Increase the percentage of graduates earning CCMR indicators by 5% over 2022 data.

Evaluation Data Sources: Accountability 2022 data.

Strategy 1 Details	Reviews			
Strategy 1: Continue to offer multiple dual enrollment/credit options for Rockwall ISD students by continuing UT OnRamps courses, Collin College, and Eastfield dual credit courses. Strategy's Expected Result/Impact: Continued student enrollment and success in OnRamps, Collin College, and Eastfield coursework. Staff Responsible for Monitoring: Executive Director of CTE, Dual Credit/CTE Counselor, Advanced Academics Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue the relationship with Collin College and continue to offer a TSI testing center in RISD. Strategy's Expected Result/Impact: Student enrollment in dual credit courses at GBCCA. Staff Responsible for Monitoring: Executive Director of CTE, Dual Credit/CTE Counselor	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The district's Academic Planning Team and the CCMR team will meet regularly and will be tasked with creating and implementing districtwide plans and actions to improve student performance and the success of all College, Career, & Military Readiness (CCMR) programs in the district. Strategy's Expected Result/Impact: Meeting agendas, AP/IB/OnRamps exam results, IB Diplomas earned by International Baccalaureate Diploma Program students Staff Responsible for Monitoring: Chief Academic Officer for Secondary Schools, Executive Director of Secondary Schools, Advanced Academics Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Increase student performance on the October 25, 2023 Digital PSAT/NMSQT by continuing the Rockwall ISD Superintendent Scholars program for high-performing high school juniors. In addition, the district will provide all students with the opportunity to participate in SAT preparation courses embedded in ELAR and Math courses in preparation for the March 20, 2024, SAT School Day for all juniors. Strategy's Expected Result/Impact: Increase in the number of Rockwall ISD students receiving recognition from the National Merit Scholarship Corporation and College Board Recognition Programs. Increase in district-wide average PSAT and SAT scores. Increase in number of graduates with earned CCMR indicators. Staff Responsible for Monitoring: Advanced Academics Coordinator	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Rockwall ISD will hold regular SAGE parent meetings to continue the support for identified Gifted and Talented students in Grades K-12. Strategy's Expected Result/Impact: Parent meeting agendas, completed GT planning documents and resources Staff Responsible for Monitoring: Advanced Academics Coordinator, GT Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Identified Gifted and Talented students will improve Master Grade Level performance on STAAR reading by 3%. Strategy's Expected Result/Impact: Increase in STAAR scores Staff Responsible for Monitoring: Gifted Talented Coordinator, Advanced Academics Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: SAGE teachers will support grade level GT and young scholar cluster teachers in developing their skills to meet learners needs through differentiation. Strategy's Expected Result/Impact: Differentiation strategies utilized, support schedules, embed Depth/Complexity strategies into learning experiences and code young scholars along with GT in Skyward. Staff Responsible for Monitoring: GT Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: SAGE teachers will support and guide classroom teachers implementing curriculum compacting based on individual student interests. Strategy's Expected Result/Impact: Curriculum Compacting framework based on student interest, embed Depth/Complexity strategies into learning experiences Staff Responsible for Monitoring: GT Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: GT Coordinator and SAGE teachers will disaggregate GT identification qualifiers to track student growth and share data with students and general education classroom teachers to address needs of students. Strategy's Expected Result/Impact: Data tables, Aware, MAP Staff Responsible for Monitoring: GT Coordinator	Formative			Summative
	Dec	Feb	Apr	June





Strategy 10 Details	Reviews			
Strategy 10: Refine programming, staffing, and scheduling for higher education matriculation for Dr. Gene Burton College and Career Academy. Strategy's Expected Result/Impact: Academy program plans; Collin College articulation; Eastfield College articulation; and "Engineer Your World" articulation. Staff Responsible for Monitoring: Executive Director of CTE, Chief Academic Officer of Secondary Schools, CTE Counselors; CTE Lead Teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 11 Details	Reviews			
Strategy 11: Increase student certifications in CTE courses that align with the TEA Industry Based Certification (IBC) list. Increase the offerings of certifications as well as the passing rate of certifications. Strategy's Expected Result/Impact: Increase by 5% the number of students taking and passing certification test completion and pass rate Staff Responsible for Monitoring: Executive Director of CTE; CTE Counselor; CTE Lead Teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 12 Details	Reviews			
Strategy 12: Increase Advanced Engineering student certification passing rate for MasterCam and Solid Works (sunset in 2024). Strategy's Expected Result/Impact: Increase certification test passing rate by 5%. Staff Responsible for Monitoring: Executive Director of CTE, CTE Counselor; GBCCA STEM instructors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 13 Details	Reviews			
Strategy 13: By the end of February 2024, each Kindergarten class will have participated in planned experiences and a universal screener designed to identify GT and able learners. Strategy's Expected Result/Impact: GT Data Report Staff Responsible for Monitoring: GT Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 14 Details	Reviews			
Strategy 14: In Rockwall ISD, 80% of eligible IB students will graduate with International Baccalaureate Diplomas and the IB Programme will maintain an enrollment of at least 75 students per high school campus (both IBDP and IB certificate IB Programme option combined total student enrollment). Strategy's Expected Result/Impact: Graduate transcripts and IB enrollment Staff Responsible for Monitoring: Campus IB Coordinators, District IB Coordinator	Formative			Summative
	Dec	Feb	Apr	June

Strategy 15 Details	Reviews			
Strategy 15: Continue to expand the implementation of the AVID College Readiness System foundation tools (organization, goal setting, note-taking, and time management) and learning support structure (WICOR) in core content classrooms on the secondary campuses to ensure equal access to rigorous courses and that all students are equipped for post-secondary opportunities. Strategy's Expected Result/Impact: Summer Institute attendance records, AVID Certification documentation, classroom observations Staff Responsible for Monitoring: AVID District Director	Formative			Summative
	Dec	Feb	Apr	June
Strategy 16 Details	Reviews			
Strategy 16: Increase student access and CCMR performance for the Class of 2024 by offering the Digital SAT School Day exam for all 11th-grade students on March 20, 2024. Strategy's Expected Result/Impact: Increase number of Rockwall ISD students receiving CCMR indicator by taking the SAT exam. Staff Responsible for Monitoring: Advanced Academics Coordinator	Formative			Summative
	Dec	Feb	Apr	June
Strategy 17 Details	Reviews			
Strategy 17: Provide support for K-12 teachers with training in embedding Depth/Complexity into instruction to increase rigor and enrichment. Strategy's Expected Result/Impact: Gifted and Talented training, 6-hour GT updates, and campus/grade levels PLCs will support increasing one's knowledge in Depth/Complexity prompts. The Advanced Academic Coordinator and the GT Coordinator purchased a district-wide online Depth/Complexity resource for all teachers to access and implement. Staff Responsible for Monitoring: Advanced Academic Coordinator, Gifted & Talented Coordinator	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: The District will maintain an exemplary District-wide attendance rate of 96% or above for all students and student groups.





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

Strategy 1 Details	Reviews			
Strategy 1: Ensure that campus PEIMS data reflects accurate PEIMS absence codes. Strategy's Expected Result/Impact: PEIMS Submissions Staff Responsible for Monitoring: Director of Student Information Services, Campus PEIMS clerks, and Executive Director of Student Services	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue Truancy Intervention Program (PBIS, Road to Success Program) at secondary campuses. Strategy's Expected Result/Impact: Attendance logs, exemplary attendance rates, final report to Board Staff Responsible for Monitoring: Executive Director of Student & Family Services and District Truancy Specialist	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Continue implementation of attendance program (Attention to Attendance Program) at all campuses. Strategy's Expected Result/Impact: Suppression rate of less than 10% for all campuses; reduction in continued truancy after interventions; exemplary attendance rates Staff Responsible for Monitoring: Executive Director of Student & Family Services and District Truancy Specialist	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: The District will maintain a dropout rate of less than 0.4% for the District as a whole and less than 1.6% for each student group.

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

Strategy 1 Details	Reviews			
Strategy 1: Continue Dropout Recovery Teams prior to TEA Leaver submission. Strategy's Expected Result/Impact: PEIMS Leaver Report; final campus dropout/completion reports Staff Responsible for Monitoring: Executive Director of Student & Family Services, Director of Student Information Services, Campus Registrars, and Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue MTSS meetings throughout school year to determine appropriate interventions for struggling students. Strategy's Expected Result/Impact: Final dropout report; documentation of MTSS meetings Staff Responsible for Monitoring: Director of 504 & Intervention, Director of Student & Family Services, Truancy Specialist, Campus Principals	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: The District will continue to implement student health and welfare programs for students and parents at all campuses.

Evaluation Data Sources: Documentation of parent education forum

Strategy 1 Details	Reviews			
Strategy 1: Host Breakfast and Brainstorming sessions during the lunch hour and in the evening hours. Partner with local agencies to provide resources and presentations for parents and students. Strategy's Expected Result/Impact: Campus Improvement Plans Staff Responsible for Monitoring: Student Services Counseling Team	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Campuses counselors will work to implement the Better Together mindset on their campuses using the weekly one-pagers and other resources. Strategy's Expected Result/Impact: Campus Improvement Plans Staff Responsible for Monitoring: Campus counselors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Integration of Coordinated School Health Program at each elementary and middle school campus. Strategy's Expected Result/Impact: Coordinated health plans at each elementary and middle school campus Staff Responsible for Monitoring: District Lead for Physical Education and Health	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Development and implementation of Better Together mindset that focuses on recognizing each other's strengths and using those strengths to build a district and community culture of civility. Staff Responsible for Monitoring: Executive Director of Student Services, identified campus APs, and Student Services counseling team.	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
Strategy 5: Implement additional support at campuses with higher needs so that students will have increased access to educational opportunities. Strategy's Expected Result/Impact: Decreased number of office referrals, additional well rounded educational supports Staff Responsible for Monitoring: Federal Programs Coordinator Funding Sources: - 289 - Title IV - \$80,000	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

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

Performance Objective 4: The District will continue to implement the Student Code of Conduct, addressing bullying, harassment, and sexual harassment, while implementing restorative practices.

Evaluation Data Sources: PEIMS data, stay-away agreements, thorough investigations, restorative practices





Strategy 1 Details	Reviews			
Strategy 1: Each campus will have a bullying objective in the campus improvement plan. Strategy's Expected Result/Impact: Campus Improvement Plan Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Training for all campus staff on bullying prevention and intervention. Strategy's Expected Result/Impact: Campus Improvement Plan, documentation from SafeSchools Staff Responsible for Monitoring: Executive Director of Human Resources	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to monitor bullying reporting link on the District website. Strategy's Expected Result/Impact: Email documentation, bullying reporting tool Staff Responsible for Monitoring: Chief of Student Services, Executive Director of Student Services, campus principals, and assistant principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Legal updates for campus principals and assistant principals will be conducted four times during the school year to address the legal aspects of student discipline and other issues related to student/family services. Strategy's Expected Result/Impact: Surveys, meeting attendance, PEIMS data Staff Responsible for Monitoring: Department Chiefs	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: The District will purchase an established set of documents that will help campus administrators in the investigation and communication of alleged bullying incidents on district campuses. Strategy's Expected Result/Impact: True identification of actual cases of bullying vs. identification of actual cases of	Formative			Summative
	Dec	Feb	Apr	June

non-bullying/inappropriate student behavior. Staff Responsible for Monitoring: Executive Director of Student Services, campus principals, and campus APs				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 3: Rockwall ISD will ensure compliance with the local wellness policy through implementation of the District wellness plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity and Other School Based Activities.

Performance Objective 1: Rockwall ISD will provide structures that enhance and promote wellness to students and staff through nutrition promotion and nutrition education.





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

Strategy 1 Details	Reviews			
Strategy 1: Obtain SHAC input on Local Wellness Plan, wellness goals and collaboration with Child Nutrition on nutrition programs. Strategy's Expected Result/Impact: SHAC meeting minutes Staff Responsible for Monitoring: Student Services SHAC Advisor, District Lead for Physical Education and Health, Director of Child Nutrition	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor and promote participation in Child Nutrition Programs at all campuses. Strategy's Expected Result/Impact: Meal participation for lunch will be maintained, district-wide, at or above 47% - 50% to include meal equivalents from a la carte sales. Staff Responsible for Monitoring: Director of Child Nutrition	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor participation in coordinated school health programming for nutrition promotion and education. Strategy's Expected Result/Impact: Campus Improvement Plan Staff Responsible for Monitoring: District Lead for Physical Education and Health, Curriculum & Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide training for staff regarding nutrition education. Strategy's Expected Result/Impact: Campus Improvement Plan, Professional learning attendance Staff Responsible for Monitoring: Curriculum & Instruction, District Lead for Physical Education and Health, Child Nutrition Director	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Rockwall ISD will ensure compliance with the local wellness policy through implementation of the District wellness plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity and Other School Based Activities.

Performance Objective 2: Rockwall ISD will promote and provide structures for physical activity for students, families and the community.

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

Strategy 1 Details	Reviews			
Strategy 1: Obtain SHAC input and recommendations for programs and resources that implement the Local Wellness Plan and wellness goals. Strategy's Expected Result/Impact: SHAC meeting minutes Staff Responsible for Monitoring: Student Services SHAC Advisor, District Lead for Physical Education and Health, Director of Child Nutrition	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor FitnessGram data for elementary and secondary students to provide feedback for growth and improvement in the physical fitness of Rockwall students. Strategy's Expected Result/Impact: FitnessGram summative Staff Responsible for Monitoring: District Lead for Physical Education and Health, Curriculum and Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Promote and provide district and campus opportunities to promote physical activity outside of the school day. Strategy's Expected Result/Impact: Campus Improvement Plan Staff Responsible for Monitoring: District Lead for Physical Education and Health, Curriculum and Instruction, Campuses	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide resources to families that allow participation with students outside the school day, including use of school facilities for community events, after school programs, athletic and recreational sport practice, and support of community events through partnerships, participation and volunteerism. Strategy's Expected Result/Impact: Campus Improvement Plan, facilities reservations Staff Responsible for Monitoring: Curriculum and Instruction, Campuses, Student Services, Facilities	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Funding Summary

211 - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$1,200.00
1	3	5			\$841,410.00
1	3	6			\$440.00
1	3	19			\$43,000.00
Sub-Total					\$886,050.00
255 - Title II Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$8,288.00
1	1	9			\$11,594.00
Sub-Total					\$19,882.00
263 - Title III Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	13			\$39,000.00
1	3	14			\$4,000.00
1	3	16			\$15,000.00
1	3	19			\$43,000.00
Sub-Total					\$101,000.00
289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$3,410.00
2	3	5			\$80,000.00
Sub-Total					\$83,410.00