



**Robert Lee ISD
District Improvement Plan
2025-2026**

**October 22, 2025
Date of School Board Approval**

*Este plan de mejoramiento del campus está disponible en español a pedido.
Por favor, póngase en contacto con la oficina de la escuela.*

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

All teachers, staff members and administration at Robert Lee ISD believe that all students will learn and be successful. The students must be given an equal opportunity for a quality education based on a uniform curriculum based on state and district adopted courses of study.

All students and parents/guardians have an obligation to take advantage of the opportunity to learn.

The district personnel have an obligation to have high expectations for all students and to dedicate their efforts and resources to assure that every student will learn.

The community has an obligation to provide the necessary resources that will ensure that the students have every opportunity to succeed in life.

The use of technology will be integrated into all facets of curriculum and instruction.

District and school-based planning will include the investigation of technology as a means for delivering instruction, student needs will guide the integration of technology into curriculum and instruction. The District will offer support for technology integration in five areas: planning and implementation, curriculum improvement, staff development, integrated program support, and hardware/software acquisition and maintenance.

VISION STATEMENT

To provide an environment that is safe, secure, stable, consistent and conducive to learning which provides positive self-esteem, develops good character qualities and citizenship skill for the school and community.

To serve the community by providing resources and facilities to educate the children with a current and complete curriculum that will enable them to be successful in the workforce and beyond secondary education.

BOARD GOALS

ROBERT LEE ISD WILL:

- * TARGET EXEMPLARY ACADEMIC ACHIEVEMENT FOR ALL STUDENTS.**
- * HAVE A CLEAN, SAFE, AND POSITIVE LEARNING ENVIRONMENT.**

- * **PROVIDE EXCELLENT, WELL-QUALIFIED PERSONNEL.**
- * **UTILIZE TECHNOLOGY RESOURCES TO MAXIMIZE STUDENT LEARNING.**
- * **ALIGN WITH COMMUNITY NEEDS AND IMPROVE PARENT/FAMILY AND COMMUNITY INVOLVEMENT.**

Planning and Distribution Procedures

CNA and DIP Process:

Robert Lee ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment, and District Improvement plan.

- **Date:** The CNA was conducted on July 21st for the 2025-2026 school year.
- **Stakeholders:** Sign-in sheet(s) for CNA and DIP development may be found in (Appendix A).
- **Data Gathering:** The data sources and areas examined are included in the CNA Summary. The superintendent gathers the data and distributes it among the stakeholders in attendance, for reviewing and identifying needs.
- **Meetings:** Our DIP meetings are held during the summer and in the fall. Meetings are held in the board room and give members an opportunity to participate in all areas of the Comprehensive Needs Assessment. An agenda is received by all attendees and those that cannot make the meeting are encouraged to email or call the superintendent with concerns or questions in reference to the items on the agenda. Members and students within the school district are encouraged by the administration to serve a one-year term. Community and parent representatives are contacted either by email or phone and invited to be members of the DIP. We also invite parents and community members to serve on the committee at our annual Tile I meeting.
- **Needs Assessment:** After meeting with decision-makers, the needs assessment is summarized and documented within the District plan. When state assessment scores are made available, the needs assessment is further refined to include this data.

- **District Plan**: The DIP is developed based upon the strengths and weaknesses identified in the needs assessment. In the spring, a draft DIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the DIP is refined accordingly.

Distribution:

- **District Improvement Plan**: The DIP is posted on the website in English at District Improvement Plan. Hard copies are also available in our central office
- **Parent and Family Engagement Policy**: The PFE policy is posted in English website at [Parent and Family Engagement Policy](#). Our PFE plan can be found on our website at [Family Engagement Plan](#) or (Appendix B). Hard copies are also available in the central office.
- **School-Parent Compact**: The campus School-Parent compact is posted on the website at [School-Parent-Student Compact](#). Hard copies are available at our Elementary office: the compact will be discussed during parent-teacher conferences (minimum of one per year).
- **Translations**: The District Improvement Plan, Family Engagement Policy, Family Engagement Plan, and Parent Compact are all provided in English on our website. Should another language be needed, please contact our Administration office for assistance. Our LEA translation policy may be found in the [Parent and Family Engagement Policy](#).

Appendix A

District Improvement Planning and Decision-Making Committee

Name	Role (Parent, Business, Community, Teacher, etc.)	Signature
David O'Dell	Principal	
Amanda Warren	Title I Teacher	
Katie Drennan	Elementary Teacher	

Appendix A
District Improvement Planning and Decision-Making Committee

Name	Role (Parent, Business, Community, Teacher, etc.)	Signature
Kellye Duncan	Special Programs	
Lee McCown	Athletic Director	
Mandi McCown	Counselor	
Amy Chumney	Technology Director/Secondary Teacher	
Denise Roberts	Special Education Teacher	
Brandi Sawyer	Community Member/Business representative	
Crystal Stanford	Parent representative	
Tiffany Thomas	Parent representative	
Stephanie Samaniego	Parent representative	
Cori Torres	Paraprofessional/Music Aide	
Kristi Fowler	Elementary Teacher	
Sally Gloria	Community Representative	
Alec Henson	Student Representative	
Josh Garcez	Student Representative	

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.
OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.
OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.
OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

ESSA DISTRICT PLAN REQUIRED DESCRIPTIONS

Student Progress & Monitoring [ESSA Sec. 1112(b)(1)]:

- Principals plan and coordinate resources to ensure that all students are instructed using high quality instructional materials, following the TEKS for each grade level and subject area. Robert Lee will be using the State approved Bluebonnet RLA and Math curriculum for grades K – 5, including materials for tier 1, tier 2, and tier 3 instruction.
- Principals and teachers work together to review testing data at the beginning of the year, along with previous STAAR results, and create individual academic instructional plans, including tutorials, for those identified. Benchmark assessments are given to monitor student growth and progress over time. By tracking student progress, teachers are equipped to implement interventions in response to individual student needs.
- Students identified at risk for academic failure will receive additional support during the day with a tutorial period and after-school support as well. Teachers use research-based intervention strategies to provide specialized intervention.
- With the implementation of Bluebonnet RLA and Math curriculum for grades K-5, our goal is to create a strategic and systematic learning environment that will flow through each grade level and support a vertical alignment of academic learning. RLISD is also a Teacher Incentive Allotment district. This provides financial incentives to teachers who use high-quality instructional strategies and whose students show academic growth.
- Robert Lee is committed to ensuring that all students receive high-quality education. Our highly-qualified special education teachers, along with our Small Schools Co-op partnership, and administration leadership, all students receive high quality education aimed at closing the gaps.

Teacher Quality [ESSA Sec. 1112(b)(2)]: Robert Lee ISD maintains high standards when hiring teachers and staff. We employ teachers who are highly qualified and certified in their teaching assignments. Professional development is required each year for addressing teacher and student needs.

ESSA DISTRICT PLAN REQUIRED DESCRIPTIONS

ESSA-REQUIRED ASSURANCES (APPENDIX C)

Equity Plan [ESSA Sec. 1112(b)(2)]: Our Equity plan is still in place, and will be monitored throughout the 2025-2026 school year. The equity process did show big gaps in student performance between sub-groups. Lack of effective planning time, strategies and

guidance for Tier 1 instruction was identified as well as core teachers needing more time to reteach and remediate struggling learners. We have implemented strategies to address these needs. Six weeks planning sessions will continue for our teachers in preparation for Tier I instructional planning. Data analysis meetings will take place after every unit to discuss the data from the assessments and develop a remediation plan. Bluebonnet RLA and Math curriculum will be implemented for a strategic vertical alignment learning program. Administration will conduct walkthroughs to ensure that teachers are staying on track with the curriculum. To address the remediation needed, our master schedule will provide remediation time during the school day to reteach struggling learners. Tutorials will also be offered starting in October for students who can stay after school. We have been successful with many of our teachers earning a TIA designation. Our campus works hard to support all teachers seeking a TIA designation, through teacher mentoring and professional development programs.

School Support & Improvement [Sec. 1112(b)(3)]:

Robert Lee does not have any Comprehensive/Targeted Campuses.

Measure of Poverty [Sec. 1112(b)(4)]:

Robert Lee ISD determines Title I eligibility and rank/serve order through the number of children eligible for free and reduced-price lunches, using data from {2025-2026}.

Nature of Title I Programs [Sec. 1112(b)(5)]: The schoolwide program will provide for a Title I teacher to help students in elementary read at grade level. The program will be a pull-out program for students identified as struggling or below grade level in reading. Lexia will be utilized to help remediate these students as well as other strategies determined by the Title I teacher.

Targeted Participants [Sec. 1112(b)(6)]: Not Applicable

Services to Homeless Children and Youth [Sec. 1112(b)(6)]: Robert Lee School utilizes a student residency questionnaire to help determine whether or not students qualify as homeless under the McKinney-Vento Act. Homeless students on Title-I campuses may receive additional supplemental services to the services being provided on their campus through the Title-I, Part A set-asides. Services may include: personal school supplies, items of clothing that are necessary to meet a school's dress requirement, immunizations, supplemental counseling services, tutoring, costs associated with credit recovery, or other similar activities to address a child's opportunity for school success.

Parent & Family Engagement Strategy [Sec. 1112(b)(7)]: (Appendix B)

A continuum of activities will be offered to provide opportunities for parents and community partnering in the education of Robert Lee ISD students. Parent conferences will be held for all students 3-5 considered at-risk for failing STAAR. Title I Family Compacts are required for elementary. A variety of communication tools will be used to inform parents and family members of opportunities to participate in student activities. Our Migrant and ESL population receives news letters about parent involvement resources from our district and from Region 15 ESC.

Early Childhood Education Programs and Transition Plans [Sec. 1112(b)(8)]:

RLISD will establish programs to ensure a smooth transition for students from early childhood programs to local elementary school programs and transition from elementary to junior high, through the use of student progress reports, parent surveys, and TAPR reports. Information to parents on pre-registration and open house activities will be shared on RLISD's school website, and Facebook page.

Identification of Eligible Children – Targeted Assistance Program [Sec. 1112(b)(9)]: Not Applicable

Middle to High School/High School to Postsecondary Transitions [Sec. 1112(b)(10)]:

RLISD counselor meets regularly with our 8th grade students to inform and plan for high school curriculum pathways, graduation requirements, and dual credit opportunities, through the use of meetings, graduation plan documentation, and student surveys. We currently partner with Howard College (MOU) for dual credit enrollment, along with career counseling.

Discipline Disproportionality [Sec. 1112(b)(11)]: At Robert Lee, we strive to create a culture and climate that is safe, caring, and collaborative, so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the district. Our campus principals' work with all teachers to ensure student behavior is minimized through the use of parent communication procedures, classroom behavior management systems, and school counseling support services. Our local law enforcement agencies visit regularly to ensure safety and, enhance positive support.

Coordination and Integration with Career/Technical Education [Sec. 1112(b)(12)]:

Robert Lee School coordinates the use of federal and state funds to provide CTE programs at the secondary level. Currently, Robert Lee School participates in the Perkins SSA through Region 15 ESC, which provides supplemental funds for CTE based activities. Our middle school students take Exploring Careers and tech app courses.

Other Proposed Uses of Funds [Sec. 1112(b)(13)]:

The district will continue with programs that have been successful and will actively seek new methods for achieving the more rigorous state test standards. A Priority for Action Plan for Migrant students has been developed and will be an addendum to the Robert Lee District Improvement Plan.

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, be mindful of the following requirements as you develop your plans: ESSA-Required Assurances can be found in Appendix C.

- **School Parent & Family Engagement Policy [ESSA Sec. 1116(b)]:**
 - Annual Title I meeting
 - Flexible number of meetings
 - Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
 - Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact [ESSA Sec. 1116(d)]**
 - Describe school's responsibilities to provide effective learning environment
 - Describe ways in which parents will be responsible for supporting student learning
 - Address importance of communication
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement [ESSA Sec. 1116(e)]**

- Provide assistance in understanding academic standards and assessment and how to monitor child's progress
- Provide materials and training to help parents work with children to improve achievement
- Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
- Coordinate/integrate parent involvement programs, as feasible
- Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
- Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
 - Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand.

Comprehensive Needs Assessment Summary 2025-2026

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	Robert Lee ISD will maintain a Met Standards rating in 2026	STAAR Results	RLISD will continue to: ● Emphasize the use of instructional materials grounded in evidence-based research to enhance teaching effectiveness and deepen student understanding in reading and math ● Participate in on-going professional development for administration and teachers. ● Continue to strengthen our small group and differentiated

			instruction, and effective instructional and behavioral practices, including systems for continuous and ongoing monitoring.
Staff Quality	At Robert Lee ISD, all students will be taught by Highly Qualified teachers.	Personnel records, staff development records, TIA Designations	• Provide systems of support for teachers, administration, and all staff that will increase job satisfaction and performance with the support of our TIA Plan.
School Climate/ Safe & Healthy Schools	All students at Robert Lee ISD will be educated in learning environment that is safe, drug free, and conducive to learning with an atmosphere free from harassment and bullying	Annual survey results and discipline records	• Knowledge of policies and implementation on campus and classrooms. • Visual checks on school grounds and outside door checks
College & Career Readiness/ Graduation/ Dropout Reeducation	All students in Robert Lee ISD will graduate from high school	Graduation Rate	• Continue to provide opportunities for speakers, academic and career field trips, along with having our own Career Day on campus. • Maintain a close relationship with all our students, while monitoring academic achievement, attendance, and credit recovery.
			• With the help of our HS social media team to make videos and

Family and Community Involvement Family and Community Involvement (Continued)	Parents and community will be partners in the education of students at Robert Lee ISD	Parent surveys, documentation of meetings	share on our website and Facebook page, in order to communicate directly with parents. ● Use Surveys as a way to get opinions and ideas of parents, students, and teachers ● Provide a safe and welcoming school for all. Increase, maximize, and improve existing family and community involvement.
District Commitments	RLISD will establish programs to ensure a smooth transition for students from early childhood programs to local elementary school programs and transition from elementary to Junior High RLISD will evaluate the effectiveness and efficiency of the other operating costs that go into maintaining facilities that foster academic achievement. These costs include, but are not limited to, technological infrastructure, facilities maintenance, operations management, and transportation.	TPRA reports, student progress reports, parent surveys Current project facility needs, Technology infrastructure, School service worker data, Enrollment data	● Knowledge of student demographics and student outreach programs. ● Principal / Counselor meetings and check-ins with classes. ● Budget / Business office ● Peims / maintenance records

○

Summary of Findings

A review of data sources indicates a need to develop activities and strategies to help all students and student groups pass all portions of the state assessment. The data also indicated that K-12 Economically Disadvantaged, Hispanic, and At-Risk students need to be a focus for the district. It was noted that our STAAR scores for our 7th grade math and reading were lower. We have addressed staffing issues in our junior high grades targeting student growth for all. Reading in elementary needs to be a focus with direct reading instruction. Bluebonnet curriculum for RLA and math will be implemented for K-5 this year. Measures for ensuring that all students are educated in learning environments that are safe, drug free and conducive to learning will be taken. The data indicates that a dropout rate of at or near 1% has been maintained repeatedly. However, strategies will be planned to make certain that a satisfactory rate is maintained. Discipline referrals have increased among our Special Education students. This sub group has also grown in the number of students enrolled. Our district has taken measures to support these students through strategic staffing to ensure needs are being met. Campus infrastructure needs are maintained yearly to support RLISD students' academic achievement. Our TIA plan will be submitted for teacher designations. Final approval will be known in February 2026.

While attendance is no longer a performance indicator, the district will continue to encourage daily attendance by providing incentives to students and attendance information to parents.

The district will continue with programs that have been successful and will actively seek new methods for achieving the more rigorous state test standards. A Priority for Action Plan for Migrant students has been developed and will be an addendum to the Robert Lee District Improvement Plan.

Realizing the importance of community and parent involvement in the education of our children, the district will continue to plan activities and strategies to increase parent and community participation.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 26 years of age and who meets one or more of the following criteria:

1. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
4. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS as having dropped out of school
10. Is an emergent bilingual student
11. Is in the custody or care of DFPS or has, during the current school year, been referred to DFPS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home, specialized childcare home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07 (Definitions), Penal Code.
15. Is enrolled in a school district or open-enrollment charter school that is designated as a dropout recovery school

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District:

The 2025-2026 SCE allotment for Robert Lee ISD is \$211,543. The RLISD allotments include \$202,201 for district-wide teacher salaries, \$10,000 is used to purchase instructional supplies/materials to enhance the instructional progress of at-risk students, \$6,499 for student career exploration, and \$15,000 for cost of academic recovery. \$15,000 is used for Non-Disciplinary Alternative Educational Placement to assist at-risk students unable to continue their regular instruction in the regular classroom. This is due to various non-disciplinary academic problems that necessitate them being assigned to the Fairview Alternative Education Program. Allotment also includes \$8,358 for counseling of at-risk students and \$12,062 for at-risk coordinator.

FTEs –1.98 total FTEs

The process we use to identify and exit students at-risk is:

Entry / Exit

Student at-risk profiles are required annually before the submission of October PEIMS. Students no longer meeting state criteria are exited from the program. Students new to the district are reviewed for program entry upon enrollment in the district. Students may also be added to or removed from the program as status changes throughout the school year

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: {choose one: Title I, Part A only or Federal only or Federal, State, Local} [ESSA Sec. 1114(b)(7)(B)]

Federal	
Program/Funding Source	Amount of Funding
Title I, Part A – School Wide Pre-K - 12	\$63,398.00
Title II Part A Supporting Effective Instruction	\$10,018.00
Title IV Part A	\$10,000.00
Small Rural Schools	\$23,543.00
State	
Program/Funding Source	Amount of Funding
Local	
Program/Funding Source	Amount of Funding

Goal 1: *Robert Lee ISD* will obtain a Met standards rating in all areas of the TEA accountability system for the SY 2026.

Objective 1: By May 2026 our raw score for all portions of the STAAR test will be greater than 70.

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, Bilingual/ESL, G/T, etc.

Summative Evaluation: Robert Lee ISD will meet standard on the 2026 STAAR test.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
STAAR Tutorials, supplemented by TEKS resource system, grades 4-5 Teachers/Aides provide a Daily 50-minute block of accelerated math, and language arts, instruction to enhance test-taking skills and mastery of the TEKS in preparation of taking the STAAR.	1, 2	Core subject teachers Principal	Monitored in November 2025 and February 2026	.66 FTE Teachers \$29,360	Tutorial attendance records, monitored tracking system	Passing grades at end of the semester. Daily work and teacher made tests. Review of three and six-week grade reports.
3rd – 12 th grade students who did not meet the STAAR standard or are identified as struggling will receive tutorial assistance, supplemented by TRS, IXL Math, Plato, Eduphoria and in mastering the TEKS objectives.	1, 2	Core subject teachers Principal	Monitored in November 2025 and February 2026	Local Funds State Comp Ed Small Rural Schools	Lesson plans, scheduling for tutorials, prior data review	Passing grades at the end of semester. Daily work and teacher made tests. Review of three and six-week grade reports.

Goal 1: *Robert Lee ISD will obtain a Met standards rating in all areas of the TEA accountability system for the SY 2026.*

Objective 1: By May 2026 our raw score for all portions of the STAAR test will be greater than 70.

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, Bilingual/ESL, G/T, etc.

Summative Evaluation: Robert Lee ISD will meet standard on the 2026 STAAR test.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Support K-8th Grade objectives by obtaining access to TRS	1, 2	Superintendent Campus Principals	June 1, 2026	Local Funds, SCE funds, Title I federal funds	Principal / Teacher conference documentation	Passing grades at the end of semester. Daily work and teacher made tests. Review of three and six-week grade reports.
Support Title I, Part A Schoolwide Program-Grade PK-12 SCE funds and programs are being coordinated with the Title I, Part A Schoolwide program to upgrade the entire educational program at the school.	2, 4	Principal	Each six week (2025-2026)	Supplies and Materials \$10,000 SCE funds Small Rural Schools	Principal documentation	Passing grades at end of semester Daily work and teacher made tests
At-Risk Coordination – Grades PK-12 Coordinates the SCE program identification and evaluation data.	2, 4	Counselor	Monitored in October 2024, November 2025, February 2026, and March 2026	Local SCE Funds	At Risk worksheets / Identifiers	Activities are accomplished in accordance with the SCE timelines.

Goal 1: *Robert Lee ISD* will obtain a Met standards rating in all areas of the TEA accountability system for the SY 2026.

Objective 1: By May 2026 our raw score for all portions of the STAAR test will be greater than 70.

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, Bilingual/ESL, G/T, etc.

Summative Evaluation: Robert Lee ISD will meet standard on the 2026 STAAR test.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Students in grades 3- 11 will take practice test/benchmark tests throughout the year to assess individual progress toward STAAR objectives and to guide the development of individual learning plans.	1, 2	Principal	Two benchmark exams given during the school year 2024-2025	TEA interim assessments/ Teacher made tests	Interim benchmark Teacher planning documentation	Student improvement demonstrated on successive test administration. Students at risk of failing are identified.
Teachers will use disaggregated STAAR data to identify individual and program strengths and weaknesses in order to prepare students for assessing yearly progress	1, 2	Eduphoria-aware, data available from Test Coordinator Principal	Monitored in October 2025, February 2026, and March 2026	Eduphoria-aware, Item Analysis reports	PGP documentation	Personal Growth Plans (PGP) will be developed for students at-risk of failing.
Summit K-12 curriculum for science	1, 2	Principal	2025-2026 School Year	Textbook Allotment Local Funds	2026 STAAR Results	Increase results for STAAR & EOC to a least 60% passing.
LEP students will have equitable access to all programs, curricular, and extracurricular, and resources.	1, 2	ESL Coordinator	Monitored in September and November 2025, January and April 2026	ESL Literacy Program, Home Language Survey, Woodcock Munoz Testing, ESC LPAC Materials	TELPAS Results	Percent of LEP students in programs and activities will increase by 25%

Goal 1: *Robert Lee ISD* will obtain a Met standards rating in all areas of the TEA accountability system for the SY 2026.

Objective 1: By May 2026 our raw score for all portions of the STAAR test will be greater than 70.

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, Bilingual/ESL, G/T, etc.

Summative Evaluation: Robert Lee ISD will meet standard on the 2026 STAAR test.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Ensure all teachers are provided with and are teaching the TEKS.	1, 2	Principal	Monitored each six weeks grading period	TEKS from TEA website or copies in teacher workroom	Lesson plan reviews / walkthroughs	Lesson plans, textbooks, and scope and sequence indicate TEKS are being taught.
Conduct annual special education program evaluation	2	Special Ed Teachers	May 2026	Robert Lee ISD and Small Schools Coop	Reports submitted	Regular classroom visits by Small Schools Coop staff.
Special Education diagnostic staff will observe students in the classroom in order to collaborate with teachers to link assessment with instruction. (CAP matrix component-timelines for initial evaluation)	1, 2	Superintended	Before January 2026	Small Schools Coop PBMAS & AEIS	Sped Teacher planning	Regular classroom visits by Small Schools Coop staff.
Instructional staff will participate in staff development for the purpose of aligning curriculum with TEKS and STAAR.	1, 2	Principal	Summer of 2025	<i>Release Tests and Locally Developed Tests</i>	Staff Development documentation and Planning	Student progress assessed and those at risk of failing identified.

Goal 1: *Robert Lee ISD will obtain a Met standards rating in all areas of the TEA accountability system for the SY 2026.*

Objective 1: *By May 2026 our raw score for all portions of the STAAR test will be greater than 70.*

**W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, Bilingual/ESL, G/T, etc.*

Summative Evaluation: *Robert Lee ISD will meet standard on the 2026 STAAR test.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Purchase of Classroom Technology equipment to engage student learning.	1, 2	Superintendent	December 2025	Local Funds SCE Funds Small Rural Schools	Technology: one-to-one per-student	Implementation in 2021 and beyond. Student progress has increased.
Careers – This program is designed to develop a sense of responsibility and study habits to become better students and citizens. Paxton & Patterson Lab. 6 th – 12 th will have access to it	3	Principal Principal, Counselor, CTE Teacher	End of each six-week grading period 1 st & 2 nd Semester	SCE Funded .11 FTE Teachers \$6,499 EAF Funding	Student Surveys Semester Project monitored	Six-week progress reports Semester Project completion
Fairview Non-Disciplinary AEP- This is a special program to prevent students who are unable to function in the regular classroom from dropping out of school. Students work at their own pace in small classes.	3	Principal	End of each Six-weeks grading period	SCE Funded Contract \$15,000	Fairview documentation on enrollment	Six-week progress reports

Goal 2: At Robert Lee ISD all students* will be taught by highly qualified teachers by 2025

Objective 1: RLISD will continue to achieve the goal of having highly qualified teachers teaching 100% of all classes, 100% of paraprofessionals assisting with student instruction, and 100% of teachers receiving high quality professional development.

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, Bilingual/ESL, G/T, etc.

Summative Evaluation: 100% of the Teachers and paraprofessionals in Robert Lee ISD will be highly qualified.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
All current paraprofessionals will be provided the opportunity to meet a rigorous standard of quality and to demonstrate through a formal assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness.)	1, 2	Superintendent	By Nov. 2025	ESC XV –Title I funds Title II funds	All instructional staff are highly qualified as of the fall submission of 2025.	100% core academic classes taught by certified teachers; 100% paraprofessionals meet ESSA requirements

Goal 2: At Robert Lee ISD all students* will be taught by highly qualified teachers by 2025

Objective 1: RLISD will continue to achieve the goal of having highly qualified teachers teaching 100% of all classes, 100% of paraprofessionals assisting with student instruction, and 100% of teachers receiving high quality professional development.

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, Bilingual/ESL, G/T, etc.

Summative Evaluation: 100% of the Teachers and paraprofessionals in Robert Lee ISD will be highly qualified.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
All newly hired paraprofessionals will have (1) completed two years of study at an institution of higher education: (2) obtain an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate through a formal assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness.)	1	Superintended	Fall of 2025	ESC XV – Title funds Title II funds	Principal check-ins / walkthroughs	Personnel records verifying required standards are met.
Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers	1	Principal	Beginning of each semester	Local Funds Teachers	PEIMS data	Low income and minority students are taught by certified teachers / TIA designated teachers

Goal 2: At Robert Lee ISD all students* will be taught by highly qualified teachers by 2025

Objective 1: RLISD will continue to achieve the goal of having highly qualified teachers teaching 100% of all classes, 100% of paraprofessionals assisting with student instruction, and 100% of teachers receiving high quality professional development.

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, Bilingual/ESL, G/T, etc.

Summative Evaluation: 100% of the Teachers and paraprofessionals in Robert Lee ISD will be highly qualified.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Incentives will be provided for teachers to obtain multiple certifications in areas of high need and scarcity.	1	Superintendent	December 2025 and Summer 2026	Innovative Funds to pay for certification	Increased certification testing	Test reports and teacher certification records indicating certification.
Teachers, principals, and administrators will be provided opportunities to participate in sustained, intensive classroom focused professional development to address the learning needs of all students.	1	Training records maintained by the principal, and central office staff.	At least two days throughout the school year with on-site implementation and follow-up	ESC XV Title II Part A	Certificates or other documents indicating attendance.	Increase in student growth measures for all students
Professional staff and instructional aides will participate in staff development related to: the instruction of students with disabilities, providing the least restrictive environment, and providing supplementary aids and services.	1	Superintendent Principal	August - Annually	Small Schools Coop	Professional Development staff records	Classroom Observations

Goal 2: At Robert Lee ISD all students* will be taught by highly qualified teachers by 2025

Objective 1: RLISD will continue to achieve the goal of having highly qualified teachers teaching 100% of all classes, 100% of paraprofessionals assisting with student instruction, and 100% of teachers receiving high quality professional development.

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, Bilingual/ESL, G/T, etc.

Summative Evaluation: 100% of the Teachers and paraprofessionals in Robert Lee ISD will be highly qualified.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Teachers and administrators providing services to gifted and talented students will obtain required hours to staff development in gifted and talented education.	1	Principal	Summer 2025	ESC Staff	Professional Development certifications	Direct support in student project application
GT support will be given by GT Teacher	1	Principal	At least Bi-Weekly	GT Funds Local Funds	Documented GT Instruction	Student Project Presentation
District staff will determine which teachers are highly qualified and certified and which teachers need additional certification or training.	1	Principal	Examining records yearly and yearly evaluation of new staff.	Personnel Records	Completion of preliminary report by November 2025 and final report by June 2026. Yearly evaluation of new staff.	Highly qualified and certified teachers in all classrooms
Develop individual plans for assuring that all teachers are certified and highly qualified.	1	Principal	By completion of summative conferences	Personnel Records	All teachers have a plan in place for becoming certified and highly qualified by June 2026.	Highly qualified and certified teachers in all classrooms

Goal 3: All students in Robert Lee ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2026 the number of violent incidents will remain at zero as measured by PEIMS and discipline referrals will be reduced by 10%.

Objective 2: Procedures for preventing and management of school emergencies will be reviewed and updated by May 2026.

Objective 3: Staff members will participate in professional development to foster a school climate that is safe, drug free, and conducive to learning by May 2026.

Objective 4: Accessibility to district facilities will be improved by May 2026.

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed. Bilingual/ESL, G/T, etc.

Summative Evaluation: There is a reduction in both violent incidents and discipline referrals by the amount stated. Plans are in place for prevention and management of school emergencies. Parking lots provide accessibility to campus facilities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide opportunities for CPR, First Aid, and Stop the Bleed training for staff members.	1, 4	Superintendent	Training provided annually; certification must be renewed every other year	Local Funds	Training records indicating all staff members trained in First Aid and CPR.	Staff prepared to provide CPR, First Aid, and Stop the Bleed in emergency situations
Utilize drug dogs to detect illegal substances on campus.	4	Superintendent	Randomly August 2025-May 2026	Local Funds	Random visits from drug dog on campus during the year	Number of violations recorded throughout the year.

Goal 3: All students in Robert Lee ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

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*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed. Bilingual/ESL, G/T, etc.

Summative Evaluation: There is a reduction in both violent incidents and discipline referrals by the amount stated. Plans are in place for prevention and management of school emergencies. Parking lots provide accessibility to campus facilities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
The school safety checklist will be used to assess school safety and security.	1, 4	Superintendent, School Health Advisory committee	ESC XV – District Safety Audit completed before January 2, 2026	School Safety Checklist – ESC XV	Completed checklist with suggestions for revisions to crisis plan.	Decreased number of safety and security incidents on campus
Based on the needs identified on the school safety checklist, the Crisis Intervention Plan will be updated annually and procedures for handling crises will be practiced periodically	1, 4	Superintendent Principal	Updates provided annually within the first month of school. One or more emergency procedures are practiced at least once each semester.	School District Emergency Operations Plan (EOP)	Updated plans and record of procedures practiced.	Procedures for Crisis Intervention Plan will be seen as effective

Goal 3: All students in Robert Lee ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

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*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed. Bilingual/ESL, G/T, etc.

Summative Evaluation: There is a reduction in both violent incidents and discipline referrals by the amount stated. Plans are in place for prevention and management of school emergencies. Parking lots provide accessibility to campus facilities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Based on safety concerns identified on the school safety checklist and on the SDFSC survey, a list of prevention and intervention strategies that support a safe and secure learning environment will be developed.	1, 4	Superintendent School Health Advisory Committee	3-5 times annually	Safe and Drug Free Schools	Records of activities and report of SDFSC activities on the end of Year evaluation	A safe and secure learning environment will be established

Goal 3: All students in Robert Lee ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2026 the number of violent incidents will remain at zero as measured by PEIMS and discipline referrals will be reduced by 10%.

Objective 2: Procedures for preventing and management of school emergencies will be reviewed and updated by May 2026.

Objective 3: Staff members will participate in professional development to foster a school climate that is safe, drug free, and conducive to learning by May 2026.

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*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed. Bilingual/ESL, G/T, etc.

Summative Evaluation: There is a reduction in both violent incidents and discipline referrals by the amount stated. Plans are in place for prevention and management of school emergencies. Parking lots provide accessibility to campus facilities.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
All professional and paraprofessional staff members will receive training in district discipline policies, practices, student code of conduct, conflict resolution, and classroom management.	1	Superintendent Principal	August 11 - 14, 2025	Student Code of Conduct and Student Handbooks	Roster indicating attendance by professional and paraprofessional staff members.	Knowledge of policies and implementation on campus and in classrooms
Maintain clearly marked handicap parking spaces and inform drivers not to block access to the spaces	1	Superintendent	Ongoing	Robert Lee ISD Maintenance department equipment	Visual inspection of handicap parking spaces and information to drivers.	Clearly marked handicap parking available for use

Goal 4: All students* in Robert Lee ISD will graduate from high school.

Objective 1: *By May 2026, a dropout rate of less than 1% for all students* and all student groups will be maintained, and at least 90% of Freshmen (100% by SY 2025-2026) will be in an Endorsed School program. (ESEA Performance Indicators. 5.1, 5.2)*

**W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed. Bilingual/ESL, G/T, etc.*

Summative Evaluation: *Less than 1% dropout rate and at least 90% of all students in a RLHS endorsement program*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Students will have information about career and higher education opportunities to help them develop informed curriculum choices.	2, 3, 4	Principal, Counselor	At least once annually for upper elementary before Junior High and before high school students complete fall course selections.	Graduation Program handouts. Counseling provided by the RLISD administration.	. Number of students enrolled in the Recommended and Distinguished Achievement graduation programs.	Successful completion in career and higher education courses
Provide counseling services to at-risk students at all grade levels.	2, 3, 4	Principal	As indicated by need August - May	At-Risk Indicators	Records indicating the number and types of contacts made	Increase in student performance / attendance
Develop at-risk profile Charts for all at-risk Students and share profile information with professional staff.	2, 3, 4	At-Risk Coordinator	By October PEIMS Submission, Fall 2025	Campus At-Risk profile forms	Individual folders with At-risk profiles for all Students identified as at-risk using state Criteria.	Increased awareness in student needs and interventions
Opportunities for students to accelerate their education on a limited basis through the Fairview Accelerated Coop.	2, 3, 4	Principal	Annual contract with Fairview from August 2025 to May 2026.	SCE Funds \$15,000	Student handbooks describe accelerated opportunities	Provides students on an individual basis to accelerate their instruction

Goal 4: All students* in Robert Lee ISD will graduate from high school.

Objective 1: *By May 2026, a dropout rate of less than 1% for all students* and all student groups will be maintained, and at least 90% of Freshmen (100% by SY 2025-2026) will be in an Endorsed School program. (ESEA Performance Indicators. 5.1, 5.2)*

**W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed. Bilingual/ESL, G/T, etc.*

Summative Evaluation: *Less than 1% dropout rate and at least 90% of all students in a RLHS endorsement program*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Mastery Prep - ELA and Math prep courses for our 10 th – 12 th grade students supporting TSI, ACT, & SAT Testing	2, 3, 4	Principal Counselor	August 2025 – May 2026	EAF Funding	Completion documentation for student credit	Results should show an increase in students' passing the TSI and higher composite scores for ACT & SAT.
To provide a variety of placement options for students with severe disabilities (Least restrictive environment).	2, 3, 4	Superintendent	By August 2025	Small Schools Coop	Individual Education Plans (IEP) reflect most appropriate placement for students with severe Disabilities.	Successful placement for students with severe disabilities
Identify homeless students and ensure they have school supplies, transportation, free/reduced lunch status, and contact with available community resources.	2, 3, 4	Homeless Liaison	Surveys distributed with registration papers in each office.	Resources available through the Texas Homeless Education Office and the National Center for Homeless Education. Local Funds	List of homeless Students and services needed and provided.	Identified students will have adequate support for all services
Pregnant students will be identified to reduce dropouts and to maintain grade levels.	2, 3, 4	Principal Counselor	August 2025– May 2026	Fairview facilities and teachers, homebound materials and	Students will be monitored for attendance, behavior, and attitude. Monitoring of three-week grades	Successful completion of graduation certification

Goal 4: All students* in Robert Lee ISD will graduate from high school.

Objective 1: *By May 2026, a dropout rate of less than 1% for all students* and all student groups will be maintained, and at least 90% of Freshmen (100% by SY 2025-2026) will be in an Endorsed School program. (ESEA Performance Indicators. 5.1, 5.2)*

**W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed. Bilingual/ESL, G/T, etc.*

Summative Evaluation: *Less than 1% dropout rate and at least 90% of all students in a RLHS endorsement program*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
				teachers, PRS as required by law.	and successful completion of six-week, semester, and yearly coursework	
Students who are considered at risk of not graduating will be given the opportunity to use Plato software for course credit recovery.	2, 3, 4	Campus Principal	January 2026	Local Funds SCE funds Small Rural Schools	Passing grades at the end of the semester. Review of three and six-week grade reports. Progress reports generated by Plato software.	Completion rate and credit earned towards graduation

Goal 5: Parents and Community will be partners in the education of students at Robert Lee School

Objective 1: By May 2025, at least 90% of all students'* parents and/or family members will participate in at least one opportunity to be a partner in the education of their child(ren).

**W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, Bilingual/ESL, G/T, etc..*

Summative Evaluation: *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Example: Provide State assessment results to parents in a language they can understand	2, 4	Testing Coord.	When printable results are available (June)	Local Funds	Copy of reports; Conference agenda/sign in sheet	Parents receive reports of assessment results
A continuum of activities will be offered to provide opportunities for parents and community partnering in the education of Robert Lee ISD students.	2, 4	Superintendent	At least once each six Weeks (minimum of 6 Times annually	Calendar of Events and Local funds	Sign in sheets and other documents indicating parental participation.	Increase participation from parents and community members
Parent conferences will be held for all students 3-6 considered at-risk for failing STAAR.	1, 2, 4	Campus Principals	Monitored October 2025, February and April 2026.	Title I Family Compacts, TPRI results, Individual testing reports, practice tests, and TEA Parent info.	Records indicating the number of parents attending.	Parent involvement awareness after conference with teachers

Goal 5: Parents and Community will be partners in the education of students at Robert Lee School

Objective 1: By May 2025, at least 90% of all students'* parents and/or family members will participate in at least one opportunity to be a partner in the education of their child(ren).

**W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, Bilingual/ESL, G/T, etc..*

Summative Evaluation: *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
A variety of communication tools will be used to inform parents and community members of opportunities to participate in student activities.	2, 4	Superintendent	At least once a month August - May	Parent newsletters Report card messages	Record of attendance of school events.	Increased parental and community involvement
Inform parents of special education students of program policies and procedures and provide information on STAAR.	2, 4	Small Schools Coop Director Small Schools Coop Diagnostician	Spring semester 2026 during Annual ARDs or regularly scheduled parent meetings.	Booklet	Meeting notification, records of attendance and record of booklets Distributed.	Documentation of parent notification on procedures and policies
Inform special education students and parents of the availability of transition services.	2, 4	Small Schools Diagnostician Campus Principals	Spring Semester 2026	List of identified services	Review of transition services at the annual ARD meeting	Parents and students will have knowledge of available transition services to make appropriate decisions

Goal 6: Robert Lee ISD will achieve an attendance rate of 97% or greater by the school year 2025-2026.

Objective 1: The district will achieve an attendance rate of 97% or greater by May 2026.

Summative Evaluation: Annual attendance rate of 95%. 100% STAAR test attendance.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Attendance incentives will be provided to encourage perfect attendance.	1, 2, 4	Campus Principals	At least once each six weeks	Local funds for incentive awards	Attendance rate reported each six weeks/month.	End of Year documentation for student attendance and number of students earning incentive rewards
Provide information to parents about district attendance requirements including cost to district, medical absence procedures, and role of attendance committee.	1, 4	Campus Principal Superintendent	At least once each semester	Student Handbook, attendance reports to parents, parent letters.	Attendance rate reported each six weeks/months	Overall increase in attendance due to parents understanding absent procedures and regulations

Goal 7: Robert Lee ISD will establish a campus atmosphere free of all forms of harassment and bullying including teen dating violence.

Objective 1: The district will achieve a goal of zero incidents of harassment and/or bullying.

Summative Evaluation: Elimination of any and all harassment and bullying incidents on school campuses including teen dating violence.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide awareness training and education for the school community.	1, 4	Campus Principals	At least once each semester	ESC XV & local professional development trainings	Active documentation of staff development trainings	Decrease in number of incidents
Provide information to parents on the district policy concerning harassment and bullying	1, 4	Campus Principals Superintendent	At least once each semester	Student Handbook, District on-line policy (*see attached)	Documentation of communications sent to parents	Parent communication on district policy concerning harassment and bullying
Provide motivational student programs and/or public speakers on anti-bullying and anti-harassment topics.	1, 4	Campus Principals Superintendent	At least once each semester	Small Rural Schools	Active documentation of district discipline reports as reported through PEIMS.	Student bullying and harassment numbers decrease with programs implemented

Note: This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Prohibited Conduct

In this policy, the term “prohibited conduct” includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student’s race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
3. Otherwise adversely affects the student’s educational opportunities.

Harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person’s religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Robert Lee ISD School DIP 2025-2026



Title IX Sexual Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Robert Lee ISD School DIP 2025-2026



Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures	Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.
Student Report	
Employee Report	Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.
Definition of District Officials	For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.
<i>Title IX Coordinator</i>	Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]
<i>ADA / Section 504 Coordinator Superintendent</i>	Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)] The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent. A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.
Timely Reporting	To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.
Notice to Parents	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.] When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.
Investigation of Reports Other Than Title IX	The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action
Prohibited Conduct If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in

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accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

**Corrective
Action**

Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

***Improper
Conduct***

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.

**Response to Title IX
Sexual Harassment**

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

General Response

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

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If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;
3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;

10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of
Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

**Access to Policy and
Procedures**

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Goal 8: Robert Lee ISD will establish programs to ensure a smooth transition for students from early childhood programs to local elementary school programs and elementary programs to Junior High/High School programs.

Objective 1: To provide a smooth transition from the Pre-K program to the RLISD school program

Summative Evaluation: Elimination of any and all possible encumbrances that would prevent a smooth transition for students

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide awareness to the community of programs and services provided by the local school district.	1, 4	Campus Administrators	At least once each semester	District website and local newspaper	Active documentation of public service announcements and webpage postings	Increase knowledge and participation among parents
Provide information to parents on pre-registration and open house activities	1, 4	Campus Principals Superintendent	At least once each semester	District Website, flyers & local newspaper)	Documentation of communications	Increase knowledge and participation among parents
Support Pre-K in improving school readiness.	1, 2, 4	Elementary Principal Pre-k & K teachers	At least once each semester	State aligned curriculum & testing	Educational and diagnostic data (Circle)	End of Year progress reports
Collaborate with Pre-K to facilitate coordination of program services for children.	1, 4	Elementary Principal	At least once each semester	Small School Coop, ESC XV	State & Federal designed diagnostic testing and resources	End of Year progress reports
Collaborate with Pre-K to increase program participation of	1, 4	Elementary Principal	At least once each semester	Small School Coop, ESC XV	State & Federal designed diagnostic testing and resources	End of Year progress reports

Goal 8: Robert Lee ISD will establish programs to ensure a smooth transition for students from early childhood programs to local elementary school programs and elementary programs to Junior High/High School programs.

Objective 1: To provide a smooth transition from the Pre-K program to the RLISD school program

Summative Evaluation: Elimination of any and all possible encumbrances that would prevent a smooth transition for students

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
underserved populations of eligible children in the service area.						
Collaborate with Pre-K to identify children who are limited English proficient and provide instructional services to help them make progress toward the acquisition of the English language.	1, 2	Elementary Principal	At least once each semester	Small School Coop, ESC XV	State & Federal designed diagnostic testing and resources	Identification of EB students needing ESL Services
Collaborate with Pre-K to help identify children with possible disabilities as outlined in IDEA Part B. The RLISD will provide services with identified disabilities when appropriate.	1, 2, 4	Elementary Principal	At least once each semester	Small School Coop, ESC XV	State & Federal designed diagnostic testing and resources	Identification of students with possible disabilities

Goal 9: Robert Lee ISD shall follow nutrition guidelines that advance student health and reduce childhood obesity and shall promote the general wellness of all students through nutrition education, physical activity, and other school-based activities.

Objective 1: The district shall develop nutrition guidelines and wellness goals in consultation with the local school health advisory council and with involvement with representatives of the student body, school food service, school administration, the Board, parents and the public.

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
All Physical Education classes will be taught by a certified Physical Education teacher.	1	Campus Principals	At least once each semester	State Board of Education Certification (SBEC)	Active documentation	Active documentation
All students K-6 th grade will participate in physical activity for either a minimum of 30 minutes per day or 135 minutes per week.	1, 4	Campus Principals Superintendent	At least once each semester	Campus master schedule	Approved Master Schedule	Approved Mater Schedule
Students will participate in the FITNESSGRAM assessment at least once a school year	1, 4	Elementary Principal P E teachers	At least once each semester	State aligned testing	. FITNESSGRAM	Documentation of FITNESSGRAM Program
Coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings	1, 4	Elementary Principal, food service staff, teachers, and other school personnel	At least once each semester	Texas Department of Agriculture, other state and federal agencies Local Funds Title I	SHAC	Documentation of SHAC meetings and agendas

Goal 9: Robert Lee ISD shall follow nutrition guidelines that advance student health and reduce childhood obesity and shall promote the general wellness of all students through nutrition education, physical activity, and other school-based activities.

Objective 1: The district shall develop nutrition guidelines and wellness goals in consultation with the local school health advisory council and with involvement with representatives of the student body, school food service, school administration, the Board, parents and the public.

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Provide educational information that will be shared with families and the general public to positively influence the health of students and community members.	1, 4	Campus Administrators	At least once each semester	Texas department of Agriculture, state and federal agencies	District website, SHAC, newsletter	Increased awareness for student health
Provide sufficient time for students to eat meals in lunchroom facilities that are clean, safe, and comfortable	1, 4	Campus Administrators	Ongoing	Campus master schedule	Cafeteria and maintenance staff	Students have time to finish their meal
Provide training to teachers and other school staff to promote enjoyable, life-long physical activity for themselves and students	1	Campus Administrators	At least once each semester	Texas department of Agriculture, ESC 15	Staff development trainings	Overall impact on physical activity among teachers and students

Appendix B

**Robert Lee Independent School District Title I-Part A- Federal
Programs Family Engagement Plan**

Pre-K-12th Grade

The Robert Lee Independent School District believes that in order for our students to be successful we need their families to feel valued and respected. We strongly believe that a parent's involvement in their child's education is the link that will enable a student to have continued success throughout their educational career. We encourage parents to be involved in their child's classroom, we encourage our teachers to build meaningful relationships with parents and we want our parents to feel welcome in our school. We want to build strong relationships between our families, school and community through open channels of communication. Our goal through family engagement is to ensure the academic success for all students as they prepare for the future.

Purpose of RLISD Plan

RLISD Family Engagement Plan was developed to:

- Support HB 3 High Quality PreK Grant Program
- Support Parent and Family Engagement District and Campus –level Policy
- Support the Parent and Family Engagement School-Parent-Student-Compact
- Increase parent participation

Facilitate family-to-family support

- Meet the teacher events will be planned and implemented to allow time for families to get to know one another in an informal setting.
- Campus-based events such as student programs, music programs etc., will provide time for parental networking.

Establish a Network of Community Resources

- A list of resources is available for parents through Region 15.
- Staff will work closely with the Coke County Food Bank and local churches to help ensure that our students have the resources needed to be successful in school.

Increase Family Participation in Decision Making

- RLISD will encourage parent and family participation in decision-making.
- RLISD wants parents and families to know that their contributions impact student achievement.
- Distribute, collect and analyze family survey.
- Family/Teacher conferences will be held to create and review student learning goals.
- Family space website from the Big Day for Pre-K curriculum will be utilized to inform families of classroom activities.
- Volunteers will be encouraged to participate in classroom activities including joining field trips, creating learning materials, or assisting in centers or small groups.

Equip Families with Tools to Enhance and Extend Learning

- RLISD will provide parents and families with monthly calendars and newsletters.
- RLISD will work to implement effective parent and family engagement activities.
- RLISD's Title I Parental Involvement Program will continue to provide information regarding federal and state requirements and expenditures.
- Information will be shared with families for each unit of Big Day for Pre-K curriculum such as new vocabulary, learning strategies, and games.
- Families will be given access to Big Day for Pre-K curriculum website for literacy and vocabulary development.

Provide ongoing Professional Development Opportunities

- RLISD will offer staff development at administrator and faculty meetings.
- RLISD will work with ESC 15 to mentor our Pre-K teacher.

Evaluate Parent and Family Engagement Plan

- RLISD will use parent's input to provide valuable information in the planning, development and implementation of the programs in the district.
- RLISD will use Parent/Family Survey data to determine modifications that may be needed in better serve our students and their families.
- RLISD will work with parents and families to decide on new learning opportunities for their child.

Appendix C ESSA-Required Assurances

Requirement	LEA Process/Procedure
Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].	RLISD identifies our migratory students through our registration forms and our community outreach. Region 15 also supports our students through annual comprehensive needs assessments, to ensure placement and supplemental services.
Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c) (2)].	
Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].	
Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].	All students are served in a least restrictive environment and are supported with appropriate personnel for any additional services needed.
1. Collaborate with State or local child welfare agency to—	Our counselor is the point of contact at RLISD for child welfare board.

Requirement	LEA Process/Procedure
- Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)	Transportation is provided for all students at RLISD. Our Counselor checks on any foster or homeless students to see if they need any additional services.
Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].	Superintendent verifies our Title I teacher meets state certification and licensure requirements. Professional development workshops are available through Region 15.
For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].	Superintendent and Business manager ensures our services comply with performance standards of Head Start. Not applicable – we do not have Head Start
Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].	RLISD is a school wide Title I campus. Every year we hold a Title I meeting during the "Meet the Steers" night where this information is made available. It is also available in our DIP located on our website.
Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].	Students at RLISD receive a student handbook at the beginning of each year with a reference to testing procedures.
Implement an effective means of outreach to parents of English learners [Section 1112(e)(3) (C)].	ESL coordinator communicates with parents through LPAC meetings and newsletters sent home with students.



Texas Education Agency

Title I, Part C -Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the, Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394] (d)].

The *Priority for Service Report* on Texas - New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded {UG} or Out of School {OS}	- Who have made a qualifying move within the previous 1-year period; AND - Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	- Who have made a qualifying move within the previous 1-year period; AND - Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR - Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	- Who have made a qualifying move within the previous 1-year period; AND - Students whose data in TX-NGS shows <i>No Other Preschool Support.</i>

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service Students.

(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2- Priority for Service);

- (2) the Program Specific Provisions and Assurances on Priority for Service; and
 (3) provides districts an opportunity to list additional activities for each component.

NOTE: This document is available on the TMEP Portal.

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
15	041-902		
District Name:		School Year	Date:
Robert Lee ISD		2025-2026	08/01/2025

Requirements - ESSA Consolidated Federal Grant Application - Part 2 - Priority for Services {PS3103}

- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority for Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature		ESC Reviewer Signature	<i>Elizabeth Rangel</i>

Date	<u>Kelleye Duncan</u> 8/19/25	Date Review Complete	08/19/2025
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School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
15	041-902	Robert Lee ISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
To focus on the unmet needs of migrant children who have been identified for "Priority for Services" (PFS) by Providing them with Supplemental instructional and support services.	PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form.
	PFS students will have a PFS Student Review Form completed with academic information to monitor student success.

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
15	041-902	Robert Lee ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
■ Monthly, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services.	July 1- August 30	ESC MEP Staff	Monthly PFS Reports
■ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	July 1- August 30	Migrant District Staff	Signed PFS Action Plan
Additional Activities			

ID&R PLAN TEMPLATE

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	Date determined by TEA or as a new recruiter. TX-NGS training to be determined
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Beginning of School year and as needed
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	Date determined by TEA or as new staff requested
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migratory Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migratory Children: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	Continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts as students enroll.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. TX-NGS Data Specialist is to enter data from each child's COE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	Staff: Designated SEA Reviewers TX-NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birth year.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE	Staff: MEP administrators and recruiters	Make initial outreach efforts and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		By August 29
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC	STAFF: MEP Administrators, recruiters, Designated SEA Reviewers and other MEP Staff	Ongoing throughout the year as needed throughout the year
B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	On going throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	On going throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	On going throughout the year.
E. <u>Coordinate with ESC for annual eligibility validation.</u> Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	As Determined by TEA
F. Other		TIMELINE
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	By June 30
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP Stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	
B. Other		