

Richardson Independent School District

Audelia Creek Elementary

2025-2026 Campus Improvement Plan



Mission Statement

*Audelia Creek is dedicated to
developing learners for excellence in
their global future through a
rigorous, innovative, and relevant
education where all students
experience success.*

Vision

Every Child, Every Leader, Every Teacher, Every Day.

Value Statement

We are a Title 1 school in Richardson ISD supporting students and their families to build the foundational skills that will contribute to life-long success. we believe in high academic and behavioral expectations while creating an inclusive environment where all students can thrive.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Audelia Creek Elementary is comprised of a diverse student population of approximately 730 students. Our student population consists of 49% African American, 38% Hispanic, 5% White, 6% Asian, and 2% Multi-racial. 88% of our students are economically disadvantaged and 62.8% are At-Risk. Our attendance rate remains around 94% while our mobility rate averages at 26.4%. Audelia Creek Elementary continues to focus on growth for all learners and emphasizes closing achievement gaps for English Language Learners and students served through special education.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Low student daily attendance

Root Cause: Families in our high-poverty community face many challenges that hinder regular school attendance, such as ignorance of truancy laws, transportation limitations, health concerns, and socio-economic pressures.

Student Achievement

Student Achievement Summary

The campus utilized a variety of research-based data sources to monitor student progress and draw conclusions regarding student achievement. In grades K-6, the campus utilized MAP testing, K12 Summitt, and Mclass for early reading data.

STAAR Results Spring 2024:

Overall - -Student Achievement - - 0%

STAAR Performance 20

School Progress - 70%

Academic Growth 38 -

Relative Performance (Eco Dis: 87.3%)

Closing the Gaps 6 - - 30%

Student Achievement Strengths

Branching Minds continued to focus on student success for students in the MTSS process by making recommendations for a multitude of interventions. Most tier 2 and tier 3 interventions were put in place during campus iTIME, allowing full access to curriculum, and included the use of instructional specialists and instructional assistants for support. The MTSS team has addressed over a hundred student's academic and behavioral needs throughout the year with successful interventions.

After school tutorials and summer schools were offered and highly attended. Services provided to Special Education students have been a focus for the campus. Program changes have occurred to meet the needs of students more efficiently, with more emphasis on planned, intentional instruction in all areas, including iTime.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our students are underperforming in Reading, Mathematics, and Science.

Root Cause: Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.

Problem Statement 2 (Prioritized): Our students are underperforming in Reading, Mathematics, and Science.

Root Cause: Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

Problem Statement 3 (Prioritized): Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels.

Root Cause: Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.

Problem Statement 4: Only 18 percent of our students are on grade level (or above) in Reading in grades 3-6, based on the latest TPRS information.

Root Cause: There is a lack of consistency in education opportunities across our students.

Problem Statement 5: Only 20 percent of our students are on grade level (or above) in Math in grades 3-6 based on the latest TPRS information.

Root Cause: Lack of consistency in education opportunities across our students, which affects their ability to read and comprehend on-grade-level math problems

Problem Statement 6: Only 6 percent of our 5th-grade students are on grade level (or above) in science, based on the latest TPRS information.

Root Cause: Lack of consistency in education opportunities across our students, which affects their ability to read and comprehend on-grade-level math problems

Problem Statement 7: Our school did not meet the percent targets for the English Language Proficiency measures for Emergent Bilingual (EB)/English Learners' (ELs) progress towards achieving English Language proficiency.

Root Cause: Lack of success with the current ESL model.

Problem Statement 8 (Prioritized): PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD

Root Cause: New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.

School Culture and Climate

School Culture and Climate Summary

Overall, Audelia Creek Elementary students enjoy coming to school and believe the campus is safe. The emphasis on addressing classroom and campus behavior management is being emphasized through the implementation of The PRIDE Matrix with a foundation of safety, responsibility, and mutual respect. This implementation will help support the success of all students at ACE. This implementation of a proactive approach to discipline will promote a culture of positive interactions between staff, students, and the community. In addition to these practices, we implement a Social Emotional Learning curriculum to provide a foundation for safe and positive learning. SEL programs enhance students' ability to succeed in school, careers, and life.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Teachers perceive that we are not effective and/or consistent in handling unruly students, office referrals, and/or bullying incidents

Root Cause: Behavior systems have not been implemented with fidelity across the school

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ACE maintains a focus on recruiting, hiring, and retaining highly qualified and focused candidates with a passion for teaching in a Title I school. Partnering with district leadership allows us to recruit and retain the best teachers for our students. A coaching mindset is being facilitated using the T-TESS model to work individually with staff to set personal goals and monitor growth for our teachers and students. Utilizing the goals of our staff, instructional leadership can plan and implement staff development that is purposeful and timely to support teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Audelia Creek Elementary continues to implement, monitor, and evaluate the curriculum. Various data sources are utilized regularly to inform instructional decisions and the utilization of campus specialists to support the implementation of curriculum. Data sources indicate that additional support is needed in the rigorous implementation of the district curriculum, along with our instruction related to EB, dyslexic, and special education students.

Audelia Creek Elementary continued the use of Eureka and Amplify as our Tier 1 instruction and curriculum. The primary focus of campus PLC meetings was curriculum--how students performed and what performance was expected next. For grade levels K-2, PLCs focused on the performance of guided reading/phonics instruction. For all grade levels, PLCs provided opportunities for staff development, staff feedback, curriculum planning, and upcoming curriculum preparation. Practice STAAR assessments were given to students in all tested areas in grades 3-5. All students are leveled in their reading using assessments at BOY, MOY, and EOY.

Family and Community Engagement

Family and Community Engagement Summary

ACE will focus on strengthening connections between the community and the school. We plan to achieve this through family and parent engagement events, weekly parent newsletters, and expanding community partnerships to foster a stronger bond between home and school. By collaborating with the RISD Council of PTAs, we aim to increase PTA membership and enhance event participation. Additionally, Parent University will be available to help parents navigate the school system alongside their students. Information about these resources will be communicated through parent newsletters and posted on the RISD website.

Family and Community Engagement Strengths

Parent Volunteers

Family STEM Night

Meet the Teacher

Family Curriculum Night

Student of the Month

Family Literacy Night

School Organization

School Organization Summary

Audelia Creek Elementary's goal is to support the district's vision of growth for all staff and students. The campus is focused on the growth of 100% of our students within the timeline established by the state. ACE has created a master schedule that maximizes instructional time and embeds time for student intervention. ACE hosts weekly campus data meetings to focus on student interventions to monitor campus success and student progress.

Technology

Technology Summary

Technology integration is a critical component of student learning at ACE and within RISD. Each student has a district-issued iPad and access to online resources, textbooks, educational databases, and materials through RISD Classlink, Self-Service, and Google Classroom. Richardson ISD's virtual learning program is a remote learning opportunity that allows students to engage in high-quality learning experiences, use RISD's instructional resources, including curriculum and assessments, and meaningfully connect with teachers and peers.

Priority Problem Statements

Problem Statement 1: Our students are underperforming in Reading, Mathematics, and Science.

Root Cause 1: Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Our students are underperforming in Reading, Mathematics, and Science.

Root Cause 2: Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels.

Root Cause 3: Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD

Root Cause 4: New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Low student daily attendance

Root Cause 5: Families in our high-poverty community face many challenges that hinder regular school attendance, such as ignorance of truancy laws, transportation limitations, health concerns, and socio-economic pressures.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Teachers perceive that we are not effective and/or consistent in handling unruly students, office referrals, and/or bullying incidents

Root Cause 6: Behavior systems have not been implemented with fidelity across the school

Problem Statement 6 Areas: School Culture and Climate

Goals

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 1: Provide a clear and consistent implementation of campus-wide discipline management plan.



Evaluation Data Sources: Discipline data
Student conduct grades
Monthly behavior communication logs




Strategy 1 Details	Reviews			
Strategy 1: Promote campus-wide Stable Celebrations and implement Student of the Month as a way to build a positive school culture and promote positive behaviors throughout the building. Strategy's Expected Result/Impact: decrease in discipline referrals Staff Responsible for Monitoring: Stable Committee ILT Staff - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				






Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 2: Implement state-required bullying prevention requirements consistent with Board policies and procedures. See Appendix A

Evaluation Data Sources: parent/staff/student surveys
counseling lessons
Bullying incident reports

Strategy 1 Details	Reviews			
Strategy 1: We will create a communication plan to inform parents of bullying incidents. Strategy's Expected Result/Impact: 100% of bullying incidents and investigations will be communicated to parents in a timely manner Staff Responsible for Monitoring: Dean of Students Assistant Principals Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: School counselors implement grade-appropriate lessons about various topics that support students' emotional well-being including bullying, harassment, etc. Strategy's Expected Result/Impact: decrease in bullying reports Staff Responsible for Monitoring: counselors administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 3 Details	Reviews			
Strategy 3: We will form a Campus Threat Assessment Team and complete training as specified in Texas Education Code 37.115 Strategy's Expected Result/Impact: 100% of Team Members complete the training as specified in Texas Education Code 37.115 Staff Responsible for Monitoring: Counselor Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 4 Details	Reviews			
Strategy 4: We will create, establish, and/or follow a plan for internet safety and digital citizenship. Strategy's Expected Result/Impact: Reduction of online bullying. Staff Responsible for Monitoring: Counselor Title I: 2.53 Problem Statements: Student Achievement 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 5 Details	Reviews			
Strategy 5: We will ensure all students have a school/home connection (club, extra curricular, activity, an adult at school). Strategy's Expected Result/Impact: Decrease in office referrals. Increase in student engagement. Staff Responsible for Monitoring: Specials Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 6 Details	Reviews			
Strategy 6: Create transition strategies/plans for elementary school to junior high school. Strategy's Expected Result/Impact: Smooth transitions for our 6th graders Staff Responsible for Monitoring: Counselor, Dean, grade-level teachers. Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Our students are underperforming in Reading, Mathematics, and Science. Root Cause: Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
Problem Statement 2: Our students are underperforming in Reading, Mathematics, and Science. Root Cause: Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 3: Monitor campus-wide practice and procedures involving safety and health protocols.

Evaluation Data Sources: attendance rates

Strategy 1 Details	Reviews			
Strategy 1: Campus Emergency Response Team (ERT) will conduct a round table drill in the fall and an all-campus AED drill in February in an effort to be prepared to respond quickly if cardiac event should occur. Strategy's Expected Result/Impact: Increased knowledge and awareness of campus protocols Staff Responsible for Monitoring: Emergency Response Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Monitor student data reports in an effort to monitor immunization compliance of the student body Strategy's Expected Result/Impact: increase compliance rates Staff Responsible for Monitoring: nurse, SDS, Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 4: Campuses will identify students in need of accelerated learning and intensive intervention, utilize High-Quality Instructional Materials as determined by the district, and monitor progress in Branching Minds.







Evaluation Data Sources: Branching Minds reports
MTSS minutes
MAP data
STAAR 2025 data

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will conduct monthly MTSS meetings to identify students in need of interventions, set interventions and goals, and monitor progress. Strategy's Expected Result/Impact: close academic gaps increase percentage of students meeting or exceeding growth goal Staff Responsible for Monitoring: teachers administrators interventionist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Considerable</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 5: Increase student attendance to 95% overall or the 2025-2026 school year.


Evaluation Data Sources: attendance reports



Strategy 1 Details	Reviews			
Strategy 1: Campus will contact parents/guardians of students who are chronically tardy or absent. Strategy's Expected Result/Impact: increase in daily attendance Staff Responsible for Monitoring: administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Competition based--Class celebrations for 100% student attendance. Chart and celebrate classes every X days they have 100%. Strategy's Expected Result/Impact: Increased attendance and instructional time. Staff Responsible for Monitoring: APs, Counselors, SDS	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				



Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth






Performance Objective 6: We will develop and implement systems to house goals and evidence towards goal attainment, as well as tools for progress monitoring and measurement.

Evaluation Data Sources: Learning Management Systems, MAP Data, District Assessment Data, Branching Minds to track Intervention Data, Individualized Education Plan Progress Monitoring Reports, Summit K12 usage reports, Campus Out of Place Document, STAAR current and longitudinal results, including all versions, Universal Screeners, Progress Monitoring Assessments, Local and District Benchmarks.

Strategy 1 Details	Reviews			
Strategy 1: Every student and teacher will have a data portfolio to track their progress toward their individual, class, grade level, and campus goals and provide supports needed to achieve these goalsthrough tutoring and Saturday school. We will use aligned tools to ensure that students receiving tutoring are progressing (Ex. ECS STAAR Master). Additionally, we will ensure that 100% of students have a school/home connection where adults are also aware of these portfolios and their role in supporting students. Strategy's Expected Result/Impact: 100% of students will have an attainable growth goal in Math and Reading, that they will meet by the end of 2026 Staff Responsible for Monitoring: Classroom Teachers (for students and classroom) Team Leaders (for grade level) Interventionists (for Special Programs case-load) Instructional Coaches (for Subject Areas & Grade Levels) Campus Leadership (For School-wide and sub-group reporting) Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 2 Details	Reviews			
<p>Strategy 2: We will create a testing plan and schedule to administer MAP Growth diagnostics to 95% of all eligible students in Reading and Mathematics at BoY, MoY, and EoY.</p> <p>Strategy's Expected Result/Impact: At least 95% of students will have a timely administration of the MAP Growth diagnostics by the creation of an effective plan that is well communicated to teachers, parents, and students, and reduces or eliminates teacher stress.</p> <p>Staff Responsible for Monitoring: Campus Instructional Coaches (Planning and Scheduling) Campus Administrators (Approving and supervising the Plan and Schedule)</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Achievement 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
<p>Strategy 3: We will increase the percentage of students meeting or exceeding individual growth targets on MAP Growth diagnostics from BOY to EOY in Reading and Mathematics through tutoring and Saturday school. We will identify and progress monitor students in need of intensive intervention in Reading, Math, Behavior, and speech using Branching Minds to ensure growth of 5-10% for all students. The materials used for these students will be HQIM.</p> <p>Strategy's Expected Result/Impact: 100% of students will meet their Growth Targets on MAP.</p> <p>Staff Responsible for Monitoring: Classroom Teachers (for individual students) Campus Instructional Coaches (for Subject Area and Grade Level reporting)</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 8</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: By implementing effective intervention and enrichment strategies and effective internalization protocols, we will increase the percentage of students meeting or exceeding individual growth measures on STAAR and MAP growth diagnostics from BOY to EOY in Reading and Mathematics.</p> <p>Strategy's Expected Result/Impact: The percentage of students who score at meets or above on STAAR Reading will increase from 18% to 30% and from 20% to 35%</p> <p>Staff Responsible for Monitoring: Classroom Teacher (for Individual Students) Campus Instructional Coaches (for Subject Area and Grade Level reporting) Campus Administrators (for Accountability)</p> <p>Title I: 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: "Ensure 100% compliance of quarterly TEP progress monitoring reports for students receiving services through Special Education."</p> <p>Strategy's Expected Result/Impact: 100% of special education students will receive quality progress monitoring reports quarterly."</p> <p>Staff Responsible for Monitoring: Staff Responsible for Monitoring: Special Education teachers and Campus Administrators</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 6 Details	Reviews			
Strategy 6: Create transition strategies/plans for elementary school to junior high school. Strategy's Expected Result/Impact: Smooth transitions for our 6th graders. Staff Responsible for Monitoring: Counselors Title I: 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Problem Statements:



Student Achievement
Problem Statement 1: Our students are underperforming in Reading, Mathematics, and Science. Root Cause: Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
Problem Statement 2: Our students are underperforming in Reading, Mathematics, and Science. Root Cause: Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.
Problem Statement 3: Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels. Root Cause: Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.
Problem Statement 8: PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD Root Cause: New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.







Goal 2: RISD will re imagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1: Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff.

High Priority

Evaluation Data Sources: Employee retention data, benchmark salary data, documented salary and benefits provided to employees



Strategy 1 Details	Reviews			
Strategy 1: Scheduled TIA calibrated walk-throughs with administration and the district TIA representative. Strategy's Expected Result/Impact: Alignment in administrative walk-throughs and feedback to insure that Teacher incentive allotment payout is consistent. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: We will support and retain the best teachers by creating a positive environment that reinforces actionable feedback for our staff members. Strategy's Expected Result/Impact: Reduced turnover of teachers through building teacher efficacy. Staff Responsible for Monitoring: Administration and ILT Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			



Strategy 3 Details	Reviews			
Strategy 3: We will analyze trends on the Teacher Climate Survey to identify areas that will better support teacher satisfaction, recruitment, and retention. Strategy's Expected Result/Impact: Recruitment and retention of the best possible teachers for our students. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 4 Details	Reviews			
Strategy 4: Showcase Teacher Incentive Allotment systems and rewards through teacher recruitment, staff development opportunities, and campus celebrations. Strategy's Expected Result/Impact: Forest Lane Academy will recruit, retain, and motivate highly qualified teachers Strategy's Expected Result/Impact: Recruit, support, and retain teachers and principals ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 1: We will implement a learning framework that provides all of our students with experiences to develop competencies aligned with the graduate profile.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Implement PLC and Lesson plan templates that are aligned to the district learning framework. Strategy's Expected Result/Impact: Teachers will be equipped to deliver quality tier 1 instruction resulting in staff and students meeting or exceeding their growth goals. Staff Responsible for Monitoring: All Staff TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Implement professional learning that promotes a continuous growth mindset and builds teacher efficacy and capacity. Strategy's Expected Result/Impact: Teachers will be equipped to deliver quality tier 1 instruction resulting in staff or students meeting or exceeding their growth goals. Staff Responsible for Monitoring: Admin and ILT TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Embed Lead4Ward strategies into Lesson plans and classroom instruction. Strategy's Expected Result/Impact: There will be evidence of L4W strategies being used in the classroom via walkthroughs. Staff Responsible for Monitoring: ILT Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 4 Details	Reviews			
Strategy 4: Every teacher will embed ELlevation strategies and ESL content-based model into regular classroom instruction to provide content-based language instruction in ESL and dual language classrooms. Our school will also utilize Linguistic Acquisition Teachers (LAT) to support ELlevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs). Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: 100 percent of our teachers with EB students will utilize strategies that will impact TELPAS targets for our EB students. Staff Responsible for Monitoring: LAT Teachers (Tracking and Supporting) Assistant Principals (Accountability and Support) Classroom Teachers (Implementation) Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 5 Details	Reviews			
Strategy 5: We will implement district curriculum documents and resources, such as the Learner Framework and Graduate Profile with fidelity to ensure a guaranteed and viable curriculum. Strategy's Expected Result/Impact: 100% of our students will meet or exceed their growth targets on all measured areas. Staff Responsible for Monitoring: Campus Instructional Coaches (Training, monitoring, and Support) Campus Leadership (Appraise Implementation) Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 6 Details	Reviews			
Strategy 6: Implement ESL content-based model in K-6 grades. Utilize Linguistic Acquisition Teachers to support ELLevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs). Strategy's Expected Result/Impact: Evidence of ELLevation Strategies will be present during classroom walkthroughs Staff Responsible for Monitoring: ILT Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 7 Details	Reviews			
Strategy 7: HQIM Implementation in K-5 RLA Benchmark and iReady, K-5 Math Eureka, 6th Savaas, 6th Carnegie Strategy's Expected Result/Impact: Students will receive vetted and viable curriculum and instruction that will be visible during classroom walkthroughs. Staff Responsible for Monitoring: ILT TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Achievement



Problem Statement 1: Our students are underperforming in Reading, Mathematics, and Science. **Root Cause:** Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.







Problem Statement 2: Our students are underperforming in Reading, Mathematics, and Science. **Root Cause:** Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 2: Lead professional learning that promotes continuous growth and equips all employees and students with the knowledge and skills they need to reach their individual growth goals.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development during PLCs and after school targeted to each teacher's individual growth goal, with a focus on the district learning framework. Strategy's Expected Result/Impact: Teachers will meet with their appraiser at least once per semester to evaluate their progress towards their individual growth goal and their continued learning with the district learning framework. Staff Responsible for Monitoring: Admin and ILT TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: The campus instructional leadership team will model and provide ongoing-support to teachers regarding student data conferences, and accountability to reach student individual growth goals. Strategy's Expected Result/Impact: Students will be able to identify and track their progress towards their individual MAP growth goals with the support of the teacher. Staff Responsible for Monitoring: Teacher and ILT TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 3 Details	Reviews			
Strategy 3: leadership team will plan and lead professional learning opportunities including Focused PD on understanding and using learner experiences in daily instruction throughout the year and during district wide professional development and early release days to support and train teachers on the Learner Growth Experience, promotes continuous growth, and equips all employees and students with the knowledge and skills they need to reach their individual growth goals. Strategy's Expected Result/Impact: 100% of our students will meet or exceed their growth targets on all measured areas. Staff Responsible for Monitoring: ILT - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 4 Details	Reviews			
Strategy 4: Identify instructional opportunities and provide actionable feedback to teachers Strategy's Expected Result/Impact: Staff will demonstrate growth and increased capacity Staff Responsible for Monitoring: Principal, A.Ps, and ILT - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:







Student Achievement
Problem Statement 1: Our students are underperforming in Reading, Mathematics, and Science. Root Cause: Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 3: Ensure all students graduate college and career ready as measured by CCMR indicators.

HB3 Goal

Evaluation Data Sources: Increase students meeting the CCMR indicator from 56% to 70% by 2027(Board Goal)



Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for monthly college days and discussions. Strategy's Expected Result/Impact: Students and staff will engage in college readiness conversations and represent different colleges. Staff Responsible for Monitoring: Admin TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Implement a school wide career day that offers multiple interactions with people in diverse career fields. Strategy's Expected Result/Impact: Students will engage with a variety of different professionals to promote an understanding and awareness of different careers. Staff Responsible for Monitoring: ILT and Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1: Create reciprocal pathways for families to increase and deepen engagement.

Evaluation Data Sources: Family Engagement, Volunteer Engagement including Voly data, Community Engagement including an increase in partner outreach efforts and programs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Create a Growth Goal Family Camp in conjunction with Literacy Night for families to engage in ways they can support their child's growth goals in partnership with the school.</p> <p>Strategy's Expected Result/Impact: Parents will leave with specific strategies to implement at home that will support their student's growth goals. Improve community involvement and engagement bridging the gap between home and school.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Family Engagement Specialist, Site Based Decision-Making Team, classroom teachers</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<div><div></div></div> <div>Considerable</div>			

Strategy 2 Details		Reviews			
Strategy 2: Create a STEAM Family Night for families to engage in ways they can support their child's growth goals in partnership with the school. Strategy's Expected Result/Impact: Parents will leave with specific strategies to implement at home that will support their student's growth goals. Improve community involvement and engagement bridging the gap between home and school. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Family Engagement Specialist, Site Based Decision-Making Team, classroom teachers Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
Strategy 3 Details		Reviews			
Strategy 3: We will create and maintain strategies for supporting increased engagement with our school community and parents, including using available district communication tools such as Talkin Points, Campus Website, and Social Media. Strategy's Expected Result/Impact: Increased awareness of school events for all families and community members. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			







Strategy 4 Details		Reviews			
Strategy 4: Communication from school will be translated using district resources such as Blackboard translation, Smore translation, Talking Points and on-demand translation services, whenever possible to allow more families and community members access to school information. Strategy's Expected Result/Impact: Increase awareness of school events and activities Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Low student daily attendance Root Cause: Families in our high-poverty community face many challenges that hinder regular school attendance, such as ignorance of truancy laws, transportation limitations, health concerns, and socio-economic pressures.

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.







Performance Objective 1: Ensure operations are conducted in a financially efficient and effective manner.

Strategy 1 Details	Reviews			
Strategy 1: The principal will meet with the Executive assistant monthly to discuss the current budget. to ensure that all work orders, staff travel, and all purchase orders follow financial protocols and line code budgets for local, state, and federal funds. Strategy's Expected Result/Impact: Maintain a strict budget tracking system to ensure we can fund engaging experiences for all students throughout the entire school year. Staff Responsible for Monitoring: Principal - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Monitor the Title 1 Budget monthly and ensure that all activities, resources, and materials align with the needs of the school and community. Strategy's Expected Result/Impact: Increased resources provided to parents and students. Staff Responsible for Monitoring: Admin, Title 1 Facilitator, ICs TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 2: Provide a safe, comfortable, and well-maintained environment at all campuses.

Evaluation Data Sources: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1 Details	Reviews			
Strategy 1: Plan, teach and execute IKWTDD. Strategy's Expected Result/Impact: Students and staff will be equipped for all emergency situations. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Create a process and plan for staff reporting safety issues on campus. Strategy's Expected Result/Impact: Staff knows to whom and what safety issues to communicate. Staff understand the process for timely communication. Increased safety for all students and staff. Staff Responsible for Monitoring: Admin and Executive Assistant	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 3: Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

Evaluation Data Sources: Expect a 95% or better positive response on the district climate survey. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that parents understand the purpose of surveys and can access them in their language. Strategy's Expected Result/Impact: Increased parent participation. Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				