

Richardson Independent School District

District Improvement Plan

2025-2026



Mission Statement

True North Goal:

Every Student, teacher and leader will meet and/or exceed their academic growth goals.

Vision

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

Value Statement

Beliefs:

To ensure the academic success of for all students, we believe...

- In creating a safe learning environment that empowers every student in RISD to take risks, be creative, find acceptance and grow.
- That education is an effective tool that can prepare every student in RISD for life after high school, including teaching life skills.
- Every student in RISD will have the capability and desire to learn and rise to the level of expectations for individual success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Richardson ISD has 50 schools serving over 36,500 students in Early Childhood and PreK - 12 educational settings. RISD covers 46 square miles and serves the city of Richardson and portions of the cities of [Dallas](#) and [Garland](#) (60 percent of RISD is in [North Dallas](#), with 35 percent in Richardson and 5 percent in Garland). Of RISD's 50 campuses, 37 serve elementary aged students, 8 junior high/ middle schools, 4 high schools and 2 alternative campuses. 30 campuses at the elementary and junior high levels qualify as school-wide Title I schools. 14 campuses across the district serve our bilingual students.

The demographics of RISD students are: (source: FY25 PEIMS report)

- 38.81% Hispanic
- 29.76% White
- 19.63% African American
- 7.97% Asian
- 3% Other
- 51.75% Male
- 48.25% Female
- 52.64% Economically disadvantaged
- 11.92% immigrant
- 32.55% Emergent Bilingual students

The demographics of RISD staff are: (source 2024 TAPR)

- 5534 Total staff
- 68.7% Professional Staff
- 49% Teachers
- 14% Educational Paraprofessionals
- 4.1% Campus Leadership
- 1.4% Central Administration
- 22.9% Auxiliary staff
- 64% White
- 15% Hispanic

- 15% African American
- 3% Asian
- 3% other
- 75% Female
- 25 % Male
- 10% Beginning Teachers
- 32% 1-5 Years experience
- 20% 6-10 Years experience
- 25% 11-20+ Years of experience

Demographics Strengths

Demographic Strengths:

- RISD is one of the most diverse school districts in the state of Texas
- 11,000+ Bilingual students representing over 76 languages
- 12.2% of our students receive Special Education Services
- 10% of our students receive Gifted and Talented Services
- 93.2% of students attend school regularly (above state percentage). All campus and district leaders regularly walk classrooms to collect instructional and curriculum alignment data
- Over 54 RISD teachers are recognized as highly effective and receive monetary stipends as a result of the state's Teacher Incentive Allotment

Source: 2024 TAPR, 2024 District Demographic Communications Flier, RISD School Times

Problem Statements Identifying Demographics Needs

Problem Statement 1: A large portion of the teaching staff is in the early phase of their careers, creating a critical need for robust induction, mentorship, and support systems to accelerate their effectiveness, improve student outcomes, and prevent early-career burnout and turnover.

Problem Statement 2: With nearly one-third of the student population identified as Emergent Bilinguals, the district faces a significant challenge in providing consistent, high-quality, and adequately staffed bilingual and ESL programs to ensure these students achieve academic success at the same rate as their peers.

Student Learning

Student Learning Summary

Curriculum implementation districtwide and at every gradelevel is focused on individual student growth.

Students set academic goals and monitor their progress throughout the school year

Student growth for RISD was above the statewide growth scores for reading (67%) and both subjects combined (64%). At both RISD and the State, 60% of students showed growth

Both RISD and the state had the same percentage of students performing at the Approaches level (75%) when combining all grades and subjects.

In ELA/Reading, 75% of RISD students performed at the Approaches Level compared to 76% statewide for all grades.

In mathematics, RISD students perform above state levels when combining all grades (RISD 74%, State 72%).

In science, 76% of RISD performed at the Approaches level compared to 75% for the state.

In social studies, 79% of RISD performed at the Approaches level compared to 78% at the state level.

The percent of students who received an academic growth score in reading was 68% and in mathematics was 60%, while 65% of students received a growth score for both subjects.

Bilingual Education Students, and students learning English as a second language *Advanced diploma plans include the Recommended High School Plan (RHSP)/Distinguished Achievement Plan (DAP), Foundation HSP with Endorsements (FHSP-E), or FHSP-Distinguished Level of Achievement (FHSP-

DLA). (collectively referred to as EB/EL) indicates RISD EB/EL student performance is below the state in all subject areas. In terms of EB/EL student growth performance, RISD EB/EL student growth performance is above the state's overall growth performance percentage in each subject individually and both subjects combined for the school progress and below the state performance in accelerated learning measures.

The four-year graduation rate for the Class of 2023 was 92.0% and the five-year extended graduation rate for the Class of 2022 was 92.2%, both of which were above the state graduation rates.

79% of students met the college, career or military ready indicator.

Student Learning Strengths

RISD outperformed the state in “only college ready” (70.7% and 61.9% respectively). In terms of “only career/military ready”, the state percentage was 36.4%, while RISD had 39.4%.

Student growth for RISD was above the statewide growth scores for reading (67%) and both subjects combined (64%). At both RISD and the State, 60% of students showed growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The graduation rate is not 100%

Problem Statement 2: All students are not meeting or exceeding their growth goal

Problem Statement 3: All students are not yet performing at or above grade level

District Processes & Programs

District Processes & Programs Summary

Richardson ISD offers a variety of student programs and services to support student learning, well rounded education, and a safe and healthy learning environment. Those programs include but are not limited to:

- Advanced Academics
- Athletics
- Career and Technical Education,
- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- JROTC
- Multilingual Services
- Pre-K services
- Child Learning Academies
- Response to Intervention
- School Health Advisory Council
- Special Education Services
- Student Services

District Processes & Programs Strengths

Strategic Plan 2023 (approved June 2023) provides trustees, staff, teachers, parents, students, and the community with the district's strategic direction and goals for the next four years. The strategic planning process relied heavily on parent, community, and student participation, and is based on achieving key foundational goals like the Board's True North Goal and RISD Graduate Profile. Year two action plans aligned to Strategic Plan 2023 was implemented during the 2024-25 school year, with year three action plans implemented in 2025-26. The district planning committees and district design team regularly meet to discuss and review strategic plan and action steps in order to support the district's continuous improvement.

The board commissioned a Community Budget Steering Committee, CBSC, which included more than 60 parents, community members, business partners, and campus employees, met for six months to study RISD's financial data and situation to arrive at recommendations that were provided to RISD Trustees in December 2023. Based upon recommendations from the CBSC, and with support from the Board of Trustees, 4 elementary schools were consolidated for school year 2024-25. Dobie Pre-K Center, will be consolidated during the school year 2025-26. The CBSC continues to meet, offer feedback and

advise on district budget and make fiscal recommendations for the Board to consider.

Richardson ISD has over 14 committees where district stakeholders convene to support district initiatives and offer guidance on continuous improvement efforts. The District seeks input from parents, staff, students, and community members on ways to improve and maximize district programs and initiatives including federal program planning and district improvement plan.

RISD Professional Learning Department partners with internal colleagues to support new hires, adult learning, TTESS and other programs aimed to positively impact student achievement by offering valuable professional learning and support for staff. (Title II)

RISD Multilingual Services supports the district's 11,000+ emergent bilinguals by providing curriculum, teaching and learning supports that promote bilingualism and biliteracy, academic achievement, and sociocultural competencies. (Title III)

RISD promotes a well-rounded education, safe and healthy schools, and student engagement through robust fine arts programming, athletics, career and technical education, culturally responsive environments, and strategic efforts that connect parents and students with RISD resources and opportunities that support growing the whole child. (title IV, Perkins, Title IX)

RISD provides a continuum of programs for students with unique learning needs between the ages of 3 and 21 that assist in their intellectual, developmental, socio/emotional, physical, and communicative growth empowering them to participate successfully in society. (GT, IDEA)

The District Planning Committee (DPC) includes professional staff at the campus and central administrative levels, parents, community and business representatives and advise the Board or its designee in setting and reviewing the District's educational goals, objectives, and major District-wide classroom instructional programs identified by the Board or its designee. The committee serves exclusively in an advisory role. All applicable federal planning requirements will be addressed through the District- and/or campus-level planning processes.

Stakeholders who are unable to attend the DPC receive meeting minutes and an opportunity to ask questions and provide feedback.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: RISD has a robust and well-documented strategic planning process with multiple committees, however we need to continue to support and align the daily

instructional practices and resource allocation needed to achieve them, particularly at high-needs campuses.

Perceptions

Perceptions Summary

RISD is committed to providing a supportive, collaborative and invested culture among students, staff, families and community. In addition to having stakeholders, including community, parents, students and staff, participate in district committees; RISD offers satisfaction surveys at the beginning and end of each school year in addition to ongoing opportunities for feedback via Let's Talk.

Perceptions Strengths

RISD values input from all stakeholders

Let's Talk! is RISD's commitment to our district community – to answer questions quickly. As a district we value collaboration and seek to engage with our students, families, staff and community partners so we can better serve our students. Let's talk to find solutions and come together to help our community learn and thrive.:

The RISD Let's Talk platform hosted 1,020 dialogues between July 1, 2023- May 29, 2024 with a total of 14,159 since inception. The district responded to each submission allowing for the item to be "closed". The number of submissions varied across the school year with a peak during February of 2024.

Parents or guardians were the highest users of the platform, followed by staff, then community members. Individuals submitting an item can select a category for their issue. The question's category was the highest selection, followed by concern and comment.

RISD ambassadors program recruits community members and provides them with opportunities to explore the inner workings of the school district and create a foundation of understanding and involvement so they can become informed citizens empowered to offer feedback, communicate and advocate for public schools.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data


- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data




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: Develop and implement a system to house goals and evidence toward goals and tools for progress measurement at all campuses.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure monitoring with fidelity of campus MTSS systems which identify and serve learners in need of intervention and acceleration utilizing High Quality Instructional Materials through the utilization of Branching Minds.</p> <p>Strategy's Expected Result/Impact: All learners identified as requiring accelerated instruction will receive the required hours of instruction prior to the spring STAAR assessments. That instruction will be with HQIM and will be documented in Branching Minds.</p> <p>All learners identified as needing tier three intervention will have plans established and monitored in Branching Minds.</p> <p>Staff Responsible for Monitoring: Director of MTSS Director of Accountability and Continuous Improvement Senior Executive Director of Accountability and Continuous Improvement Area Superintendents</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor the implementation of the attendance intervention module in Focus by evaluating usage data, tracking attendance trends, and reviewing intervention outcomes to determine impact on chronic absenteeism rates across PreK-12. Adjust supports and strategies based on effectiveness to ensure sustained improvement</p> <p>Strategy's Expected Result/Impact: Improving our average daily attendance on each campus, preventing a decline in the revenue generated by ADA, and supporting the achievement of improved attendance based on the percentage thresholds noted below:</p> <p>CIP GOAL: If your campus attendance rate is between 93%-96% then your campus should grow .5% for the 25-26 school year.</p> <p>CIP GOAL: If your campus attendance rate is < or = 92.9% then your campus should grow 2% for the 25-26 school year.</p> <p>Staff Responsible for Monitoring: Director of Student Services Executive Director of Enrollment and Access Area Superintendents Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June


Strategy 3 Details	Reviews			
Strategy 3: Support Tier One Classroom Culture, Routine, Procedures, and Management practices district-wide through the general education behavior support team. Pilot Tier 2 strategies and practices at several campuses to develop systems for future use for RISD. Strategy's Expected Result/Impact: 100% of our campus will continue tier-one classroom management through support from the behavior support team and build a tier 2 management plan for pilot campuses. Staff Responsible for Monitoring: Executive Director of Counseling and Social Services Director of Student Services Student Services Behavior Specialists Campus MTSS-B Teams Area Superintendents Director of MTSS Funding Sources: Funding for year long training - 211 - Title I, Part A - \$231,180	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue to provide support structures and services that targets the stabilization of social and emotional well-being for students at our non-traditional learning sites using a solution-focused approach that ensures student success and prevents drop-outs. Strategy's Expected Result/Impact: The expected result will be that our recidivism rate for placement at our DAEP is 10%. Staff Responsible for Monitoring: Executive Director of Counseling and Social Services Director of Student Services Principal Director of Intervention Services Director of Student Support	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue the Lead Well district wide student leadership program. Strategy's Expected Result/Impact: Grow our student leaders' skills to better serve their peers and organizations Staff Responsible for Monitoring: Executive Director of Fine Arts Executive Director of Athletics Area Superintendents Senior Executive Director of Leadership and Professional Learning	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			




Strategy 6 Details	Reviews			
Strategy 6: Continue implementation of District Threat Assessment Team (DTAT) and conduct training as specified in Texas Education Code 37.115. Strategy's Expected Result/Impact: Provide a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs. Staff Responsible for Monitoring: Executive Director for Title IX Compliance and Investigations Assistant Superintendent of Administrative Services Area Superintendents Principals	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 7 Details	Reviews			
Strategy 7: Ensure all campuses identified for required improvement via state and federal accountability systems develop and implement improvement plans. Strategy's Expected Result/Impact: Student achievement will improve via targeted supports and interventions for students and staff. Staff Responsible for Monitoring: District Coordinator for School Improvement Area Superintendents Senior Executive Director of Accountability and Continuous Improvement Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: All campuses will frequently monitor systems to track and maintain student immunization compliance Strategy's Expected Result/Impact: Each campus will have 93% immunization compliance rate, while striving towards 100%. Staff Responsible for Monitoring: Executive Director of Health Services Campus Nurse Staff Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 9 Details	Reviews			
Strategy 9: All campuses will coordinate an Emergency Cardiac Response roundtable drill in the fall and an all campus AED drill in February to coincide with heart month. Strategy's Expected Result/Impact: Each campus learn proper procedures and plans around cardiac arrest events. 90% of campuses will successfully complete a cardiac response drill without a second attempt. Staff Responsible for Monitoring: Central Health Services Staff Campus Nurses Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			



Strategy 10 Details		Reviews			
Strategy 10: Pilot a student incentive/intervention program that encourages increased positive attendance using the badging system in FOCUS. Strategy's Expected Result/Impact: The expectation is that 50% of the RISD campus will implement the Focus badging system with regular, consistent use. Staff Responsible for Monitoring: Director of Student Services Executive Director of Enrollment and Access Area Superintendents Elementary Campus Principals		Formative			Summative
		Nov	Jan	Mar	June
Strategy 11 Details		Reviews			
Strategy 11: Establish, revise, and clarify common practices, timelines, and checkpoints for student goal-setting (data and life-ready), reflections, and portfolio updates. Strategy's Expected Result/Impact: All students will update their Schoology & Seesaw portfolios a minimum of four times per school year, during designated checkpoints, with artifacts. Staff Responsible for Monitoring: Assistant Superintendent of Technology Area Superintendents Executive Director of Instructional Technology Director of Instructional Technology Sr Executive Director of ACI Campus Principals		Formative			Summative
		Nov	Jan	Mar	June


Strategy 12 Details	Reviews			
Strategy 12: Train, support, and monitor a results-proven Data-Driven Instructional system across all Richardson ISD campuses. Strategy's Expected Result/Impact: By all campuses implementing and acting on student data results utilizing a Weekly Data Meeting (WDM) for each of five common interim assessments, student results for the following STAAR Meets: 3rd Grade Reading from 56% to 57% 3rd Grade Math from 50% to 52% 7th Grade Math from 39% to 41% 7th Grade Reading from 60% to 63% Algebra I from 33% to 41% English I from 50% to 55% Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning Senior Executive Director of Curriculum and Instruction Senior Executive Director of ACI Area Superintendents Director of Intervention Campus Principals Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: All Too Good For Drugs Lessons will be taught with fidelity in grades 4th - 6th at the elementary, district created substance use lessons for grades 6th-8th (MS) and 7th-8th (JH), and The More You Know Lessons in grades 7th - 12th districtwide. Strategy's Expected Result/Impact: Improve student and staff knowledge around the dangers of substance use Staff Responsible for Monitoring: Executive Director Counseling and Prevention Services Director of Intervention Services Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: All Campuses will implement state mandated Senate Bill 9 areas that include bullying, harassment, dating violence, family violence, and human trafficking Strategy's Expected Result/Impact: Students and staff will have knowledge around Senate Bill 9 topics to prevent increased at risk behavior Staff Responsible for Monitoring: Executive Director of Counseling and Social Services Director of Intervention Services Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June






Strategy 15 Details	Reviews			
Strategy 15: All campuses will establish and uphold communication plans to notify parents about bullying incidents and share investigation outcomes. Additionally, parents will be provided with access to a reporting form for documenting instances of bullying Strategy's Expected Result/Impact: Parents will consistently be made aware of bullying incidents and investigations concerning their students 100% of the time. The campus will document the investigation findings 100% of the time in the Focus data management system. Staff Responsible for Monitoring: Director Student Services Student Services Administrators Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Monitor student performance on STAAR assessments and locally created assessments in Reading Strategy's Expected Result/Impact: The percent of students at 3rd grade who score at or above meets level or above on STAAR Reading will increase from 49% to 60% by June 2027; the target for all students for 2026 is 57%. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning Areas Superintendents Sr Executive Director of Accountability and Continuous Improvement	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Monitor student performance on STAAR assessments and locally created assessments in Mathematics Strategy's Expected Result/Impact: The percent of students at 3rd grade who score at or above meets level or above on STAAR Mathematics will increase from 43% to 57% by June 2027; the target for all students for 2026 is 52%. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning Area Superintendent Sr Executive Director of Accountability and Continuous Improvement	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
Strategy 18: Counselors will track their direct student services and indirect student services to comply with SB 179 in reaching the goal of 80% direct student services. Strategy's Expected Result/Impact: Counselors working with students 80% in direct services will increase the academic, attendance, and behaviors of students resulting in overall success for our students.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 19 Details	Reviews			
Strategy 19: Continue to promote the Code of Civility through targeted messages of activities within RISD specifically for the "safe" portion of the Code of Civility. Continue to promote all areas of the Code of Civility through district messages, lessons, and visuals. Strategy's Expected Result/Impact: By the end of the academic year, Richardson ISD will highlight the specific portion of Code of Civility - We are Safe - through continued district activities and highlight how RISD is "safe". This will result in a measurable improvement in school climate and stakeholder satisfaction reflected on the district climate survey and student discipline data. Staff Responsible for Monitoring: Campus administrators Director of Student Services Executive Director of Counseling and Social Services Assistant Superintendent of Administrative Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20 Details	Reviews			
Strategy 20: Support and monitor emergent bilingual language proficiency to ensure language development goals are met. Strategy's Expected Result/Impact: Increase the percentage of students demonstrating English language proficiency growth on TELPAS from 4 to 8 percentage points Increase the percentage of emergent bilingual students meeting annual exit criteria through the LPAC process 4 to 8 percentage points Staff Responsible for Monitoring: Campus Principals Director of Dual Language and Director of ESL Executive Director of Multilingual Education Sr Executive Director of Accountability and Continuous Improvement Assistant Superintendent of Teaching and Learning Area Superintendents Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 21 Details	Reviews			
Strategy 21: By the end of the 2025-2026 academic year, Senior students who are Academic All-State Honorees will increase districtwide by 10%. Strategy's Expected Result/Impact: This will be achieved through targeted academic support programs, mentorship, and resource allocation to ensure students meet the eligibility criteria. Staff Responsible for Monitoring: Central Athletics Campus Administration Athletic Coordinators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 22 Details	Reviews			
Strategy 22: By the end of the 2025-2026 academic year, each varsity team will host at least one special night dedicated to Elementary, Middle School, and Junior High students, allowing these students free entry to the event. Additionally, each varsity team will make at least one visit to an elementary school to open car doors and read to students, fostering community engagement and support for younger students. Strategy's Expected Result/Impact: Increased knowledge and interest of elementary students in athletic programming at the secondary level Staff Responsible for Monitoring: Central Athletics Campus Admin Athletic Coordinators	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 23 Details	Reviews			
Strategy 23: By the end of the 2025-2026 academic year, the percentage of students who are Academic All-District Honorees will increase by 10% district wide. Strategy's Expected Result/Impact: This will be achieved through enhanced academic support programs, regular monitoring of student progress, and providing additional resources and mentorship to students aiming for this recognition. Staff Responsible for Monitoring: Central Athletics Campus Administration Athletic Coordinators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 24 Details	Reviews			
Strategy 24: By the end of the 2025-2026 school year, the following performance benchmarks will be achieved in Junior High/ Middle School Music Electives: 10% of band students district wide will earn a spot in the All Region Band. 10% of choir students district wide will earn a spot in the All Region Choir. 3% of orchestra students district wide will earn a spot in the All Region Orchestra. 100% of Varsity ensembles achieve first division ratings on stage and in sight-reading at UIL state assessment. 100 % of Non-varsity (NV) and Sub-Non-Varsity (Sub-NV) ensembles achieve first or second division ratings on stage and in sight-reading at UIL state assessment. Strategy's Expected Result/Impact: Increased participation in various music electives and achievable growth within Fine Arts Programming overall. Staff Responsible for Monitoring: Executive Director of Fine Arts Campus Admin Campus Fine Arts Staff	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 25 Details	Reviews			
Strategy 25: By the end of the 2025-2026 school year, achieve the following performance benchmarks in High School Music Electives: Each high school band/choir/orchestra program will have at least one student qualify for TMEA All-State. 20% of band students district wide will earn a spot in the All Region Band. 10% of choir students district wide will earn a spot in the All Region Choir. 10% of orchestra students district wide will earn a spot in the All Region Orchestra. 100% of Varsity ensembles achieve first division ratings on stage and in sight-reading at UIL state assessment. 100% of Non-varsity (NV) and Sub-Non-Varsity (Sub-NV) ensembles achieve first or second division ratings on stage and in sight-reading at UIL state assessment. Strategy's Expected Result/Impact: Increased student participation in various music electives and achievable growth in Fine Arts programming overall.	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 26 Details	Reviews			
Strategy 26: Ensure 100% of student Individual Education Program (IEP) goals are at "promising practice" quality level. Strategy's Expected Result/Impact: An internal audit will be completed to evaluate the quality of IEP goals. All special education case managers will have goals reviewed and feedback provided to ensure high quality and individualized goals. Data collected through audit will be used to plan for professional learning and individual case manager support and to make adjustments to student plans as needed. Staff Responsible for Monitoring: Senior Executive Director, Special Student Services Coordinating Directors, Special Student Services Special Student Services Coordinators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 27 Details	Reviews			
Strategy 27: Students will receive Time to A.C.T. (Acknowledge, Care, Tell) suicide prevention lessons implemented with fidelity by the end of the 2025-2026 school year. Strategy's Expected Result/Impact: Students will know what to do to help out themselves or a friend and will have additional coping strategies. Staff Responsible for Monitoring: Executive Director of Counseling and Prevention Services Director of Intervention Services	Formative			Summative
	Nov	Jan	Mar	June

Strategy 28 Details	Reviews			
Strategy 28: The Student Welfare Department team will utilize a Student Success Tracking Report used at 3-, 6-, and 9-week intervals to monitor attendance, academic performance, and behavior outcomes for students identified under the MKVO program and other special populations. Strategy's Expected Result/Impact: Improve ADA among MKVO students by 10% compared to the previous year, increase the percentage of MKVO students passing all core academic classes by 10% and reduce behavior referrals for MKVO by 10%. Students will remain more engaged and connected to school, resulting in more student success for MKVO students. Staff Responsible for Monitoring: Director of Student Welfare Executive Director of Counseling & Social Services Results Driven Accountability - Equity Plan Funding Sources: TEHCY & Title 1 - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 29 Details	Reviews			
Strategy 29: To systematically review and analyze Special Education Program audit findings and develop targeted action plans to enhance operational efficiency, compliance, and overall performance. Strategy's Expected Result/Impact: Targeted action plans will be developed and plans for implementation clearly outlined. Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services Senior Executive Director of Special Student Services	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 30 Details	Reviews			
Strategy 30: Establish, revise, and clarify common practices, timelines, and checkpoints for teacher goal-setting (professional and student growth/data), reflections, and portfolio updates. Strategy's Expected Result/Impact: All staff will update their Schoology portfolios a minimum of four times per school year, during designated check points, with artifacts. Staff Responsible for Monitoring: Assistant Superintendent of Technology Area Superintendents Executive Director of Instructional Technology Director of Instructional Technology Sr. Executive Director of ACI Campus Principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 31 Details	Reviews			
Strategy 31: Design and disseminate communication around parent access to goals and portfolios in Schoology & Seesaw. Strategy's Expected Result/Impact: Stronger partnerships between school and home through communication around learning experiences and growth as evidence through: increased Seesaw analytics for PK-2, increased Schoology parents connections, feedback from district surveys. Staff Responsible for Monitoring: Assistant Superintendent of Technology Area Superintendents Executive Director of Instructional Technology Director of Instructional Technology Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 32 Details	Reviews			
Strategy 32: Special Education teachers will implement and utilize a documentation system to track the delivery of special education services, lesson planning, and data collection related to IEP goals and accommodations. This system will support data-informed instructional decision-making and ensure fidelity of implementation for all students receiving specialized services. Strategy's Expected Result/Impact: 100% of special education teachers will utilize a documentation system. This system will support data-informed instructional decision-making and ensure fidelity of implementation of services in accordance with federal and state guidelines. Staff Responsible for Monitoring: Senior Executive Director of Special Student Services Special Student Services Coordinating Director Special Student Services Director Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 33 Details	Reviews			
Strategy 33: By the end of the 2025-2026 school year, each school will achieve a 5% reduction in OSS. Strategy's Expected Result/Impact: Students will be in class for more instructional time. Staff Responsible for Monitoring: Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: RISD will reimagine 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.
Identifying which employee groups need to brought to market value






Strategy 1 Details		Reviews			
Strategy 1: Identify employee types for the next phase of salary benchmarking and bring recommendations. Strategy's Expected Result/Impact: Identify target groups for consideration in the 2026-2027 budget. Staff Responsible for Monitoring: HR Executive Directors, HR Assistant Superintendent and the Director of Compensation.		Formative			Summative
		Nov	Jan	Mar	June
		<div><div></div></div> Some Progress			
Strategy 2 Details		Reviews			
Strategy 2: Brand and market the new competitive compensation package Strategy's Expected Result/Impact: Increase number of experienced teachers in RISD (6+ years of experience) from 57% to 60%. Staff Responsible for Monitoring: Executive Directors and Assistant superintendent of HR		Formative			Summative
		Nov	Jan	Mar	June
		<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

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

Performance Objective 2: Develop and execute innovative plan for employee recruitment.

Evaluation Data Sources: New hire data, TEA Educator Preparation Data Dashboard, Recruiting Schedule








Strategy 1 Details	Reviews			
Strategy 1: Work to create, design district branded recruiting resources to be utilized at all career fairs that highlight participating Teacher Incentive Allotment schools and the annual open enrollment of the National Board Certification Cohort Track. Strategy's Expected Result/Impact: Increased number of experienced teachers desiring to work at our Richardson ISD TIA campuses. Increase number of experienced teachers in RISD (6+ years of experience) from 57% to 60% Staff Responsible for Monitoring: Assistant Superintendent of Strategy and Engagement Senior Chief of Accountability and Continuous Improvement Executive Director of Teacher Incentive Allotment and National Board Certification Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to grow and support the number of schools with teachers participating in the Teacher Incentive Allotment and National Board Certification pathway. This will allow our teachers to generate additional funds to reward accomplished teaching. Strategy's Expected Result/Impact: Increase number of teachers completing in National Board Certification program from 7 to 15. Increase number of schools interested in Teacher Incentive Allotment from 12 to 16. Professional Learning offered to NBCTs and schools participating in Teacher Incentive Allotment. Retention report data. District turnover rate decrease from 13% to 10%. Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Assistant Superintendent of Finance and Support Services Senior Chief of Accountability and Continuous Improvement Executive Director of Teacher Incentive Allotment and National Board Certification Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Identify specific and innovative strategies for recruiting bilingual and special education candidates. 1. Focused Recruiting and Job Fairs targeting Sp.Ed. and Bilingual Candidates 2. Partnership with Teach for America, SMU and UTA to take secure qualified interns seeking Sp.Ed. & Bilingual certifications 3. VIP Event targeting candidates for high need areas Strategy's Expected Result/Impact: An increase in recruitment of certified bilingual and special education candidates from 17 to 30. Staff Responsible for Monitoring: HR Executive Directors and Assistant Superintendent of HR Senior Executive Director of Special Student Service Executive Director of Multilingual Department Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Identify and/or develop comprehensive strategies to support staff retention to decrease district staff turnover from 11.5% to 10.5%. Target focused campuses with turnover higher than the district average to decrease their turnover by 5%.

Evaluation Data Sources: District and State Retention/Turnover Rates, Onboarding Playbook


Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a comprehensive strategic onboarding process for new employees. 1. Onboarding Playbook 2. Onboarding Professional Development Strategy's Expected Result/Impact: Decrease in the district staff turnover data from 11.5% to 10.5% Staff Responsible for Monitoring: Assistant Superintendent of HR HR Executive Directors District Leaders/Supervisors	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement an innovative HR engagement strategy to welcome new employees with a visit from HR within the first three months of the new school year.	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Develop a Campus Retention Profile to identify and address root causes and campus trends that affect turnover. Strategy's Expected Result/Impact: Decrease targeted campus turnover rates by at least 5% Staff Responsible for Monitoring: HR Executive Directors Area Superintendents Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<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: Continue to refine and enhance the learning framework, which provides all RISD students 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 dual language immersion one-way and two-way programs with fidelity. Strategy's Expected Result/Impact: Increase in academic achievement data scores and English/Spanish proficiency level for students participating in program. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning Executive Director of Multilingual Education Principal Director of Bilingual Services Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create opportunities for exemplar teachers in all content areas and grade levels to share with their peers through a repository of strategies in each phase of the Learner Framework. Strategy's Expected Result/Impact: All teachers will have a clear understanding of what the Learner Framework phases look like in the classroom. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning Curriculum Directors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: HQIM and Savvas Implementation and enhancement in K-5 RLA, 6th Grade Middle School RLA, 7-8th Grade RLA, English I and English II, K-6 Math, Pre-Algebra, and Algebra I at pilot campuses. Strategy's Expected Result/Impact: 50% for 3rd grade Mathematics 55% for 3rd grade RLA Feedback surveys Walkthrough analysis Staff Responsible for Monitoring: Executive Director of Teaching and Learning Director of Pre-K - 12 Math Director of RLA Director of Literacy Assistant Superintendent Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Continue to implement the ESL Content-Based model in PK-6 and ESL pull-out model in 6-12 with integrity. Language Acquisition Teachers (LATs) will build capacity in ALL core content teachers to utilize Summit K12 & ELlevation Strategies to ensure Tier 1 instruction meets the linguistic, cognitive, and affective needs of emergent bilingual students. Strategy's Expected Result/Impact: Summit K12 usage reports and increase in TELPAS scores by 4-8 percentage points. Ellevation usage reports Increased Performance growth goals Staff Responsible for Monitoring: Assistant Superintendent for T&L Executive Director of Multilingual Education Director of ESL Principals Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: Implement districtwide data protocol with clear implementation expectations to ensure teachers and campus leaders can identify, monitor and respond to student misconceptions in the TEKS. Strategy's Expected Result/Impact: Provide teachers and campus leaders with data protocol and strategies for responsive teaching. Staff Responsible for Monitoring: Teaching and Learning Area Superintendents		Formative			Summative
		Nov	Jan	Mar	June
Strategy 6 Details		Reviews			
Strategy 6: Ensure high-quality Pre-K through a connected coaching model for Pre-K administrators, campus instructional supports, and the Early Childhood Services Department to collaboratively coach all Pre-K teachers. All Pre-K teachers are required to receive 15 hours of direct coaching as described by TEA. Strategy's Expected Result/Impact: Pre-K teachers will gain new knowledge and implement teaching strategies which strengthen their foundation of Pre-K instruction and result in more students achieving kindergarten readiness. Staff Responsible for Monitoring: Coordinating Director of Early Childhood Services		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 7 Details	Reviews			
Strategy 7: Research ways to expand access to high-quality Pre-K, and ensure long term plan development. Strategy's Expected Result/Impact: Identify ways to expand access to high-quality Pre-K. Staff Responsible for Monitoring: Coordinating Director of Early Childhood Services	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 8 Details	Reviews			
Strategy 8: Continuously evaluate and strategically evolve elementary and junior high magnet programming to ensure alignment with the district's graduate profile, equipping all students with the skills, experiences, and pathways needed to thrive in high school, postsecondary education, and beyond. Strategy's Expected Result/Impact: Ensure 100% of magnet educators demonstrate implementation of at least 5 of the 7 Educator Responsibilities from the Learner Growth Experience (LGE) Framework by Spring 2026, as evidenced by observation data, portfolio submissions, and teacher reflection tools. Improve student growth goal acquisition by 1% across magnet schools by the end of the 2025-2026 school year. Establish and meet a baseline target of 70% positive student responses in the first administration of a Magnet Student Efficacy Survey in Spring 2026, with a goal of 80% by Spring 2027 in areas related to confidence, engagement, and alignment to learner outcomes. Staff Responsible for Monitoring: Campus Magnet Administrative Staff Sr. Executive Director of Access and Specialized Programs Executive Director of Enrollment and Access Coordinating Director of Enrollment and Access RHLC Area Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Explore, research, and identify specific specialized program options for the 26-28 school year to ensure in-district students can attend their best-fit school of choice. Strategy's Expected Result/Impact: By proactively exploring and identifying specialized program options for implementation in the 2026-2028 school years, the district will expand equitable access to high-quality, best-fit learning environments for all in-district students. This strategic effort will result in increased student engagement, improved retention rates, and greater alignment between student interests and educational pathways. It will also enhance district competitiveness by offering diverse, future-ready programming that reflects both community voice and emerging workforce trends, with an overall projected goal of regrowth of 1% by the 28-29 school year. Staff Responsible for Monitoring: Sr. Executive Director of Access and Specialized Programs Executive Director of Enrollment and Access Coordinating Director of Enrollment and Access RHLC Area Superintendent	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Implement and monitor the Reading Horizons intervention program with fidelity to improve special education student performance on the STAAR Reading assessment, reaching a minimum 10% increase in students achieving the "Approaches" level. Strategy's Expected Result/Impact: individual student reading growth as monitored through MAP, STAAR, and progress toward IEP goals Staff Responsible for Monitoring: Senior Executive Director of Special Student Services Directors Special Student Services Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 11 Details	Reviews			
Strategy 11: Provide purposeful, innovative and relevant professional learning opportunities for all staff to ensure technology integration that impacts teaching and learning and aligns with individual growth goals of all students and staff. Strategy's Expected Result/Impact: At least three days of iTeam support on each campus that facilitates learning with technology in support of the Learning Framework. Ongoing professional learning targeted towards specific roles in a year-long cohort model that facilitates learning with technology in support of the Learning Framework. Professional learning is aligned to identified areas of growth identified by the educator focus areas and responsibilities. Staff Responsible for Monitoring: Executive Director of Instructional Technology Director of Instructional Technology Campus Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: The Upstander Partnership with the Dallas Holocaust and Human Rights Museum provides Richardson ISD with educational resources and programs to integrate good citizenship, social studies, civic engagement, and thoughtful learning. Through a consistent and engaging learning plan from Kindergarten to 12th grade, the Partnership encourages students to become Upstanders in their community.</p> <p>Strategy's Expected Result/Impact: The Upstander Partnership supports the district's Graduate Profile and Project Wisdom by creating a pathway for a K-12 aligned Character Education program. Students will study and learn Upstander behaviors that are grounded in the state mandated Character Education TEKS and grade level specific social studies TEKS. Through the Upstander Partnership students will learn and develop positive self-worth, an increased belief in one's self and one's capacity to thrive in different situations, advocate effectively for self and others, form resiliency in the face of adversity, and learn to communicate and collaborate effectively. The Upstander portal will launch at HPPM (Morning Ready to Learn Time), MST (Campus LITE), WWJH (Texas and US History courses), and RHS (9th grade World Geography) with 100% fidelity. In addition, districtwide programming will continue with the following: 2nd grade Upstander Shadow Puppet Theater, 4th grade What is an Upstander Presentation, 6th grade field trip to the DHHRM, and virtual learning sessions for JH and High School students.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Success and Leadership Sr. Executive Director of Access and Specialized Programs Campus Principals Campus Support Staff RHLC Area Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Youth Guidance provides school-based programs designed to help students overcome personal and academic challenges, so they remain focused on their education and build a foundation for long-term success. At Liberty Junior High, the program will offer weekly group sessions grounded in Cognitive Behavior Therapy (CBT) practices to help students develop essential coping and decision-making skills. In addition, students will have access to individualized support, including brief check-ins, one-to-one counseling support, mentoring, crisis response, advocacy, and referral to additional services as needed. Through this comprehensive approach, Youth Guidance aims to empower students to thrive both in school and life.</p> <p>Strategy's Expected Result/Impact: The program is expected to enhance student well-being, strengthen engagement in the school community, support improved academic performance, and promote the consistent adoption of safe, healthy, constructive behaviors.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Success and Leadership Sr. Executive Director of Access and Specialized Programs Liberty Junior High Principal Campus Support Staff BLC Area Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 2: 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: Enhance/Increase CTE opportunities for students to become CCMR met Strategy's Expected Result/Impact: Increase number of Seniors graduating in 2025-26 who earn an IBC from 55% to 60% Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning Executive Director of CTE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase retention of CTE students to 25% completers, matching TEA's phase in of completer status. Strategy's Expected Result/Impact: Revised IBC Calendar - 100% of students in an aligned course will sit for their IBC. Increase in the number of IBC's tied to CTE Completers to 25% Increase retention of CTE students by working with counseling services Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning Executive Director of CTE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide career inspiration, exploration, and discovery in Pre-K - 6th grades. Strategy's Expected Result/Impact: Provide Career Exploration through Biztown for 100% of 5th grade students. Expand Biztown/finance park planning to JH & HS for 26-27 Expand CTE impact to additional grades through the STEM Center Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning Executive Director of CTE	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Increase enrollment of P-TECH by 10% and increase retention rates within P-TECH. Strategy's Expected Result/Impact: Increase in P-TECH enrollment by 10% Increase in P-TECH Retention grade to grade to less than 10% drop off. Increase in the number of Dallas College graduates to 30 AA degrees. Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning Executive Director of CTE Executive Director of Counseling Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Increase Middle School CTE Enrollment and aligned course offerings in 9th grade by 10%. Strategy's Expected Result/Impact: Increase enrollment in 7 grade CCR course by 10%. Increase enrollment in 8th grade principals courses by 10% Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning Executive Director of CTE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide students varying opportunities to earn college credit hours through Advanced Placement (AP), dual credit and University of Texas OnRamps. Strategy's Expected Result/Impact: Increase the percentage of graduates achieving college readiness status through either AP, Dual Credit, or OnRamps from 50% to 53% Increase the percentage of students earning scores of a 3 or higher in AP courses from 59% to 61% Increase the percentage of students earning credit in their dual credit course from 89% to 91% Increase the percentage of students earning credit in their OnRamps course from 80% to 82% Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning Executive Director of Advanced Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Expand embedded supports in high school English and Math courses for TSIA2 and ACT preparation, and provide more opportunities for students to participate in a district funded college entrance exams through TSIA2 and ACT testing. Strategy's Expected Result/Impact: Increase the percentage of students passing college-ready assessments from 38% to 39% to qualify for HB3 Outcome Bonus. Teachers implement the ACT and TSI bootcamps located in the YAG. PTECH Summer Bridge program to provide TSI test prep support Texas College Bridge (TSI Test Prep) for seniors Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning Executive Director of Advanced Learning	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Ensure all K-6 elementary teachers and secondary Advanced, AP and OnRamps teachers complete their 30 hours of G/T foundational training or 6 hours update. 6 hours update trainings are approved by the campus Elementary ALT or Secondary Instructional Coach. Strategy's Expected Result/Impact: Teachers of courses identified as supporting GT student instruction will complete state mandated GT training. Completion of training will be tracked in Strive. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning Executive Director of Advanced Learning Director of Advanced Learning Programs and Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Ensure all AVID seniors graduate and meet CCMR requirements through targeted AVID tutorials, bi-weekly progress monitoring, AVID TSIA2 testing available in the AVID elective class, Texas College Bridge completion during AVID class time. Strategy's Expected Result/Impact: 100% of all AVID seniors will meet CCMR Increase enrollment of AVID scholars in Dual Credit courses Increase enrollment of AVID scholars in OnRamps courses Increase number of AVID scholars meeting TSIA2 passing requirements (945 English, 950 Math, Essay 5) Staff Responsible for Monitoring: AVID District Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Develop systems to track students' progress toward graduation and monitor those that are at-risk for dropping out. Strategy's Expected Result/Impact: All high schools will achieve a 95% four-year graduation rate. Staff Responsible for Monitoring: Executive Director of Advanced Learning Services Executive Director of Accountability and Continuous Improvement Executive Director of Multilingual Education Director of ESL Principals Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June



Strategy 11 Details	Reviews			
Strategy 11: Strengthen and support pathways that provide RISD students with opportunities to acquire and advance proficiency in world languages. Strategy's Expected Result/Impact: Increase number of students who meet criteria to earn the Performance Acknowledge for Biliteracy and Bilingualism Increase the number of students who earn college credit from AP World Language courses Increase the number of students enrolled in world language courses beyond level II Staff Responsible for Monitoring: Director of LOTE Executive Director of Multilingual Education Assistant Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
<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 3: Enhance the professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals and support increase in student achievement.

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

Strategy 1 Details	Reviews			
Strategy 1: Increase professional development attendance in science by 10% through a robust professional development program, including a variety of locations and modalities (i.e. in-person, virtual, asynchronous), exposing educators to new science standards and curriculum options. Strategy's Expected Result/Impact: Knowledge of standards and student expectations amongst district and campus staff will increase, resulting in high quality, standards-aligned tier one instruction. Staff Responsible for Monitoring: Science Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Train RISD Teachers on best practices to support emergent bilingual students in all core and elective content areas. Strategy's Expected Result/Impact: Improve RDA determination level, ensure equity, and close the achievement gap, increase teacher knowledge on how to differentiate to meet EB students' needs. Staff Responsible for Monitoring: Assistant Superintendent of T&L Executive Director of Multilingual Education Director of ESL Director of Bilingual Services Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide purposeful, innovative and relevant professional learning opportunities for all staff to ensure technology integration that impacts teaching and learning and aligns with individual growth goals of all students and staff Strategy's Expected Result/Impact: At least three days of iTeam support on each campus that facilitates learning with technology in support of the Learning Framework. Professional learning will be aligned to identified areas of growth in the 2023-2024 BrightBytes Survey. Staff Responsible for Monitoring: Assistant Superintendent of Technology Executive Director of Instructional Technology Director of Instructional Technology	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: In collaboration with Teach Plus Texas, implement ongoing teacher leadership cohorts that strengthen instructional leadership, cultivate reflective teaching practices, and promote culturally and linguistically responsive pedagogy. This initiative is designed to equip educators with the skills and knowledge necessary to critically evaluate and enhance their instructional approaches, ensuring all students are supported in environments that foster academic success and personal growth. Strategy's Expected Result/Impact: Teachers and instructional support staff will engage in ongoing and rigorous professional development. As a result, they will demonstrate increased capacity as reflective practitioners, apply the continuous improvement model (PDSA cycles: Plan-Do-Study- Act) with fidelity, and assume leadership roles within their Professional Learning Communities (PLCs). This strategy will also foster stronger partnerships with families and students by intentionally incorporating family and student perspectives into instructional planning and decision making; thereby, strengthening students' sense of belonging and improving academic outcomes. Staff Responsible for Monitoring: Executive Director of Student Success and Leadership Sr. Executive Director of Student Services and Innovation	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Use feedback data to enhance the 2026 Together We Grow Conference. Strategy's Expected Result/Impact: Provide differentiated professional learning opportunities based on experience, level, and need. Increase in teacher knowledge and skill of instructional practices to improve student engagement and achievement. Staff Responsible for Monitoring: Senior Executive Director of Leadership and Professional Learning Coordinating Director of Professional Learning.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Continue ACHIEVE: New Teacher Tribe Cohort. Strategy's Expected Result/Impact: Increase teacher retention. Build new teacher pedagogy and instructional capacity of new teachers. Staff Responsible for Monitoring: Senior Executive Director of Leadership and Professional Learning Coordinating Director of Professional Learning Coordinator of Teacher and Campus Supports	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 7 Details	Reviews			
Strategy 7: Ensure professional development support is provided for paraprofessionals through collaboration with various district departments. Strategy's Expected Result/Impact: Increase knowledge and skills of paraprofessionals. Staff Responsible for Monitoring: Coordinating Director of Professional Learning Director of Professional Learning	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 8 Details	Reviews			
Strategy 8: Create a planning tool to help new staff prioritize professional learning aligned to their individual growth goals, and ensure all teachers, instructional coaches, and campus leaders are trained on the RISD instructional priorities. (Data Driven Instruction, Lesson Internalization, and Observation Feedback) Strategy's Expected Result/Impact: New staff will utilize a structured planning tool to identify and prioritize professional learning aligned with their individual growth goals. Through collaboration with key stakeholders, targeted training for support personnel, and clear communication with leadership, the tool will be effectively implemented and supported, leading to more personalized, goal-driven professional development and a smoother transition into the district. Staff Responsible for Monitoring: Coordinating Director of Professional Learning Director of Professional Learning	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 9 Details	Reviews			
Strategy 9: The Student Welfare Department will offer both online and in-person training opportunities for campus and district staff. These training sessions will educate district staff about the challenges faced by other special populations (OSP), such as students experiencing homelessness, and it will increase the understanding of students' rights under the McKinney-Vento Homeless Assistance Act. We will increase parent training sessions to educate families about their rights and available resources under the McKinney-Vento Act. Strategy's Expected Result/Impact: Train at least 65% of campus staff through online or in-person MKVO training. Due to the increase in training, we will also see an increase in identified students from the previous year by 10%. Additional results and impacts include staff awareness and understanding of MKVO and expanded knowledge of resources available for students and families. Staff Responsible for Monitoring: Director of Student Welfare Executive Director of Counseling & Social Services Results Driven Accountability - Equity Plan Funding Sources: TEHCY and Title 1 Funds - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Develop and implement a technology-driven walkthrough form that supports the learning framework and graduate profile to be used to evaluate teaching and learning with technology. Strategy's Expected Result/Impact: Walkthrough developed by the end of quarter one. iTeam Specialists to complete 40 walkthroughs each by the end of quarter four. Data will be analyzed to understand the current climate, aid in technology planning and establish technology goals for the future. This walkthrough is not evaluative for the teacher. Data collected will inform broader technology integration decisions - hardware, software, support needed, and professional learning. Staff Responsible for Monitoring: Assistant Superintendent of Technology Executive Director of Instructional Technology Director of Instructional Technology	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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 4: Ensure increased performance of TEA determined "needs improvement" campuses.





High Priority

Evaluation Data Sources: STAAR scores

CIA data

MAP data




Strategy 1 Details	Reviews			
Strategy 1: Ensure DCSI is named, trained and is monitoring and supporting all needs improvment campuses. Strategy's Expected Result/Impact: ACE to C rating Risd Academy to C rating Liberty to C rating Forestridge to C rating Dover to C rating Staff Responsible for Monitoring: Areas Superintendents DCSI Assistant Superintendent Teaching & Learning Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure TEA requirements are met at each needs improvement D/F campus. Ensure extra support and instructional staff at these campuses. Strategy's Expected Result/Impact: Increased STAAR performance for each campus to "C" rating Staff Responsible for Monitoring: Area Superintendents DCSI Superintendent Assistant Superintendent of Teaching and Learning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor Quarterly data for these campuses: via iReady, SummitK12, CIA, attendance and discipline data Strategy's Expected Result/Impact: increase campus to C rating Staff Responsible for Monitoring: Areas Superintendents DCSI	Formative			Summative
	Nov	Jan	Mar	June




Strategy 4 Details	Reviews			
Strategy 4: Implement Region 10 coaching, growth walks, and supports with fidelity. (& HQIM materials) Strategy's Expected Result/Impact: Increase to C Staff Responsible for Monitoring: Areas Superintendent DCSI	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







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

Performance Objective 1: Create meaningful engagement opportunities that meet both the needs and mission of the school community and businesses/organizations.

Evaluation Data Sources: Schedule of hosted district and campus events that support Community and business/organization engagement, event evaluations, and district partner survey data.




Strategy 1 Details	Reviews			
Strategy 1: Design and implement focus groups to identify district and business/organizational needs and how we define meaningful partnerships for both parties. Strategy's Expected Result/Impact: Have 10% participation from our current partner list. Staff Responsible for Monitoring: S&E	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Host Quarterly Business/Industry Roundtables with Superintendent. Strategy's Expected Result/Impact: Evidence of engagement with at least 50% of the roundtable participants. Artifacts include Event calendar, attendance participation and communications engagement. Staff Responsible for Monitoring: S&E, CTE, Counseling & Prev.	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
Strategy 3 Details	Reviews			
Strategy 3: Richardson Chamber Principal for a Day Program Strategy's Expected Result/Impact: Meaningful engagement with 100% of our campuses participating with a local business partner. Staff Responsible for Monitoring: S&E	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			





Strategy 4 Details	Reviews			
Strategy 4: Identifying partners to support mentoring programs with students. Staff Responsible for Monitoring: Executive Director of Counseling & Social Services Director of Student Assistance Programs SHAC Committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Family Engagement Framework implementation at the campus level and expanded with additional district departments Staff Responsible for Monitoring: Angie Lee, Parent and Family Engagement	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
Strategy 6 Details	Reviews			
Strategy 6: Explore and possibly implement innovative advertising and sponsorship opportunities using RISD athletic facilities. This will enhance community engagement and generate supplemental revenue to support athletics and RISD's general fund. Strategy's Expected Result/Impact: To enhance community engagement and generate supplemental revenue to support our athletic programs. Staff Responsible for Monitoring: Executive Director of Athletics Assistant Superintendent of Strategy and Engagement	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 7 Details	Reviews			
Strategy 7: Health Services will implement a social media presence. Strategy's Expected Result/Impact: Social media will increase the community engagement by enhancing overall awareness in the purposes of health services, prevalent health issues, and available community resources. Health Services will share updates via social media on a quarterly basis. Staff Responsible for Monitoring: Executive Director, Health Services Strategy and Engagement	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 8 Details	Reviews			
Strategy 8: Seek to partner with a third-party vendor to develop, manage, and streamline website platforms across all four learning communities to ensure consistency, accessibility, and user friendly navigation districtwide. Strategy's Expected Result/Impact: Consistent brand identity across all learning communities, improved access to information for families and staff, reduced duplication of effort, and enhanced communication. Streamline design and navigation will also increase user engagement and ensure compliance with accessibility standards. Staff Responsible for Monitoring: Executive Director of Athletics Assistant Superintendent of Strategy and Engagement High School Athletic Coordinators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 9 Details	Reviews			
Strategy 9: Explore possibilities to create a sports marketing presence that would develop and manage a comprehensive marketing presence for the district's athletic programs, modeled after successful initiative like Rockwall ISD. This approach will focus on promoting student athletes, engaging the community, and generating sponsorship revenue--without requiring the addition of new district staff. Strategy's Expected Result/Impact: Enhance visibility and recognition of student athletes and athletic programs, foster stronger community and business partnerships. Create a revenue streams through sponsorships and branded content. Staff Responsible for Monitoring: Executive Director of Athletics Assistant Superintendent of Strategy and Engagement High School Athletic Coordinators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 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 1: Ensure operations are conducted in a financially efficient and effective manner.

Strategy 1 Details	Reviews			
Strategy 1: Prepare and present to the Board of Trustees a 26-27 budget that includes budget reduction options totaling at 5% of prior year budgeted expenditures based on the budget reduction recommendations prepared by the Community Budget Steering Committee. Strategy's Expected Result/Impact: Creation of a sustainable financial plan that aligns with the Board of Trustees' True North Goal that states: "Every student, teacher, and leader will meet or exceed their academic growth goals" Staff Responsible for Monitoring: Assistant Superintendent of Finance and Support Services	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Prepare a VATRE calendar based on recommendations of the Community Budget Steering Committee for presentation at the December 2025 meeting of the Board of Trustees. Strategy's Expected Result/Impact: Continued reduction of operational costs based and increased flexibility in adjusting to changes in funding resulting from decreased enrollment and Legislative action. Staff Responsible for Monitoring: Assistant Superintendent of Finance and Support Services Leadership Cabinet members	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Meet with RISD Texas Legislators to advocate for additional funding Strategy's Expected Result/Impact: Increasing funding for public education in RISD. Staff Responsible for Monitoring: Assistant Superintendent of Strategy and Engagement Assistant Superintendent of Finance and Support Services	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			

Strategy 4 Details	Reviews			
Strategy 4: Continue transition to an electronic document process for all general education student cumulative folders. Strategy's Expected Result/Impact: All general education student cumulative record folders will be digitized throughout the district. Staff Responsible for Monitoring: Executive Director for Student Information and Reporting Records Management	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Facility Services will optimize building/campus energy use in an effort to align with the District's Energy Management Plan and lower overall energy consumption. Strategy's Expected Result/Impact: Through analysis of utility bills, show a steady decline in energy consumption across the district. Staff Responsible for Monitoring: Director of Energy & Sustainability Director of Maintenance Senior Executive Director of Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Commission an audit of the Transportation Department to identify operational inefficiencies, ensure compliance with safety standards/requirements and optimize routing and resource allocation. Strategy's Expected Result/Impact: Improved service reliability, cost-effectiveness, and enhanced support for student transportation needs across the district. Staff Responsible for Monitoring: Assistant Superintendent for Operations Senior Executive Superintendent for Operations Executive Director for Transportation Transportation Department Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Stakeholder feedback





Audit and assessment results

Campus walk through feedback

Transportation Department data

Strategy 1 Details	Reviews			
Strategy 1: Continue use of Verkada visitor management system and intercom system in all buildings. Strategy's Expected Result/Impact: Real-time data on who enters a building and be able to identify all visitors. Staff Responsible for Monitoring: Assistant Superintendent of Operations Executive Director of Safety & Security	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: District will create and utilize a walk-through check list (non-punitive) for the campus learning environment, including Maintenance, Grounds and Custodial Services. Examples of look for's: lighting not working, outdated signage campus, tiles chipped, ceiling tiles damaged, front office is neat and has clean work space, safe accessible pathways. Strategy's Expected Result/Impact: Create an inviting physical environment on all campuses. Staff Responsible for Monitoring: Area Superintendents Director of Maintenance Director of Custodial Director of Grounds Senior Executive Director of Operations Executive Director of Facilities, Planning, Design and Construction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Review and update the 2017 facility condition assessment for all campuses and create a long-range facility plan for middle schools and elementary schools. Strategy's Expected Result/Impact: Identify and document all updates finished through summer of 2024 from Bond 2021 for all campuses. Staff Responsible for Monitoring: Senior Executive Director of Operations Executive Director of Construction, Planning and Design Asst. Supt of Operations	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: RISD and selected campuses will participate in TEA required District Vulnerability Assessment (DVA) to review and strengthen district and campus safety. Strategy's Expected Result/Impact: Identification of physical and procedural vulnerabilities in order to mitigate and strengthen safety for students and staff Staff Responsible for Monitoring: Assistant Superintendent for Operations Senior Executive Director for Operations Operations Department Safety and Security Technology Department Area Superintendents Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Comply with HB3 requirements related to safety equipment for campus security personnel. Strategy's Expected Result/Impact: Enhanced school safety and emergency preparedness Staff Responsible for Monitoring: Executive Director for Safety & Security Director for Safety & Security Campus Security Officers & School Resource Officers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Implement a bus badge system for PK-12 students who receive transportation services. Strategy's Expected Result/Impact: Enhanced safety for students with real time data related to boarding/departing bus (route, bus stop, time on/off the bus, etc). Staff Responsible for Monitoring: Executive Director for Transportation Senior Executive Director for Operations Area Superintendents Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Implement new bus camera system on all buses. Strategy's Expected Result/Impact: Enhanced safety for students, bus monitors and drivers Access to cloud based bus camera video (interior & exterior) and related data: GPS location of bus, engine diagnostics, etc. Reduction of Transportation Department (bus) accidents by 10%. Staff Responsible for Monitoring: Executive Director for Transportation Assistant Director for Transportation Transportation Department Leadership Team	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Implement procedures to ensure compliance with Texas SB 12- required parental rights. Strategy's Expected Result/Impact: Provide clear opt in/opt out preferences for parents regarding various activities and services. Example: available access to health services, after school clubs, counseling opportunities and library services. Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services Assistant Superintendent for Teaching and Learning Executive Director for Health Services Executive Director for Counseling Services Director for Library and Instructional Technology Executive Director for Student Information and Reporting	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

Strategy 1 Details	Reviews			
Strategy 1: Monitor and maintain the security of the district's technology infrastructure to ensure all staff and student data remains properly secure. Strategy's Expected Result/Impact: Continue to maintain zero data breaches throughout the year. Staff Responsible for Monitoring: Assistant Superintendent of Technology Executive Director of Operations Coordinating Director of Network Services Cybersecurity Manager	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor system logs for all critical network services to ensure reliable access is provided to users, and respond immediately to potential vulnerabilities. Strategy's Expected Result/Impact: Quick notification and resolution to district personnel responsible for the systems. Mitigation of cyber threats. Staff Responsible for Monitoring: Assistant Superintendent of Technology Executive Director of Operations Coordinating Director of Network Services Cybersecurity Manager	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All technology workorders will be addressed or resolved in 48 hours. Strategy's Expected Result/Impact: Technology Support Center IIQ statistics and Project Meeting agendas/notes will reflect resolution of workorders. Staff Responsible for Monitoring: Assistant Superintendent of Technology Executive Director of Operations	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

RISD ensures students meet rigorous state standards, by implementing a comprehensive approach that includes aligning curriculum to the Texas Essential Knowledge and Skills (TEKS), providing high-quality instructional materials, utilizing differentiated instruction to meet the needs of our diverse learners, offering ongoing professional development for teachers, regularly assessing student progress, and implementing interventions for students struggling to meet expectation RISD has a learning model designed to engage learners, scaffold students as the grow towards TEKS mastery, provide authentic, hand-on learning, and opportunities for students to make connections, extend or revisit unmastered curriculum when necessary. High Quality Instructional materials ensure students are receiving lessons and learning materials designed to meet rigorous state standards. Title I funds are proportionally allocated to campuses that have high percentages of economically disadvantaged students so that that site based decision making team can work with campus leadership to determine supplemental learning tools and experiences for students to help them meet rigorous state standards. Title II funds help to recruit and retain staff at our highest needs campuses with the greatest percentage of economically disadvantaged students. Additionally, Title II funds provide professional learning opportunities aligned to HQIM and research based best practices for instruction. Title II funds help us to meet the linguistic needs of our emergent bilingual students. Title IV funds offer learning experiences, resources and training for a safe and healthy, well-rounded school district.

1.2: Identifying students who may be at risk for academic failure;

Schools use ongoing formative assessment data and routine progress monitoring data to adjust instruction in order for students to make measurable gains in mastering grade level curriculum. Professional learning communities meet regularly following a date driven protocol to monitor and plan responsive learning opportunities to ensure students are growing academically. Additionally students set growth goals and monitor their own performance as they continue to grow.

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

Informal programs such as tutoring and intentional supplemental, small group instruction address students at risk. Additionally, formal structures and district and campus based programs supported by our student services departments address the needs of homeless, immigrant, refugee, foster students through intentional programming. English as a Second Language and Bilingual Education programming is offered for our emergent bilingual students. Special Student Services ensures students needing more robust services are evaluated and students' individualized education plan (IEP) are actualized.

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

Title funds are used to support dedicated staff at the campus level with the specific role of providing additional assistance to all students who experience difficulties in meeting the State's performance targets and helping teachers effectively meet the needs of students. Instructional coaches and interventionists utilize evidence-based practices; core high quality curriculum materials (HQIM); and culturally responsive practices to provide ALL students with access to grade-level standards, ensuring equal access to the curriculum; and ALL students will have access to tiered academic and behavioral supports in order to make meaningful gains. All students have access to a well rounded education and safe and healthy educational environment. Teachers receive training and support to a framework for multi-tiered social, emotional and behavioral supports that empowers teachers, inspires students, and turns classrooms into thriving school communities.

Descriptor 2: Teacher Quality

The district along with each campus conducts a comprehensive needs assessment to identify the specific needs of student populations. District stakeholders worked together to create an Equity Plan to address significant achievement gaps for low income students and students of color. ESSA funds are used to recruit and retain experienced, highly effective educators in our most needy campuses. Professional learning funds are used to build capacity to address the Additionally, formal structures and district and campus based programs supported by our student services departments address the needs of homeless, immigrant, refugee, foster students through intentional programming. English as a Second Language and Bilingual Education programming is offered for our emergent bilingual students. Special Student Services ensures students needing more robust services are evaluated and students' individualized education plan (IEP) are actualized. learning needs of our diverse population.

Descriptor 3: School Improvement and Support Activities

Richardson ISD's Goal of every student, teacher and leader will meet or exceed their academic growth goal supports schools in partnering with their communities in order to work together so that students receive an excellent education that improves student academic outcomes and prepares students for college and career success.

Campuses identified as needing school improvement receive comprehensive, ongoing support as they undertake school improvement activities to raise the academic achievement of all students. Campuses receive support from a team of professionals, including an Area Superintendent, and two Academic Facilitators assigned to each campus. This team ensures that improvement activities and resources are accessible and leveraged to promote the growth and development of administrators, instructional support staff, teachers, and students.

Descriptor 4: Measure of Poverty

The poverty criteria used to select school attendance is low-socio economic parent survey completed each year by parents during enrollment. RISD Title I

programs help disadvantaged students improve their academic achievement. Elementary Schools qualify for Title I funding if at least 40% of their students are from low-income households. Junior High/ Middle schools qualify for Title I funding if at least 50% of their students are from low-income households.

Descriptor 5: Nature of Programs

RISD allocates Title I funds to schools with the highest percentage of low-income students. Elementary schools with at least 40% of low income students qualify to receive Title I funds as a school-wide program to improve educational opportunities for all students. Junior high/middle school campuses with 50% or above of low income students receive Title I funding. Schools are allocated funds in rank order based on the number of low-income students in each school.

ESSA funds are used to provide instructional coaches to assist teachers in implementing HQIM with fidelity and research based best instructional practices for robust Quality Tier I instruction in the classroom and meeting the needs of all students. Funds also support interventions and high quality tutoring programs to help fill academic achievement gaps/

RISD partners with Education Service Center Region 10 as a member of their Shared Service arrangement to ensure students living within RISD attendance boundaries and attending private schools and meeting the low socio economic qualifications have access to equitable services.

Descriptor 6: Services to Homeless Children and Youth

The RISD Department of Student welfare supports at-risk students and families with needs associated with food and housing insecurities. RISD student services staff assist parents and students in connecting with RISD resources while providing each campus with operational support, allowing administrators and teachers to focus on the product of student achievement and academic excellence including but not limited to the following:

- Assisting parents in enrolling students who have special circumstances, which require guardianship or residency affidavits.
- Assisting campus administrators with attendance enforcement.
- Assisting campus administrators with parent / student / teacher conferences
- Assisting schools in addressing the unique needs of RISD student

The Department of Student Welfare provides support for McKinney-Vento families who are in temporary living situations. We provide food, supplies and clothing, academic support as well as other resources if needed.

Upon consideration RISD reserved \$5000 for Homeless reservation in Title I funds for the 2025 ESSA application. RISD is the recipient of the McKinney-Vento grants which we use to support our students experiencing homelessness. Additionally, we have an Education Foundation and community partners that are willing to support as needed.

Descriptor 7: Parent and Family Engagement Strategy

Each RISD Title I campus holds an annual ESSA/Title I presentation and families are provided with an overview of the ESSA services offered at the school. Family Engagement/ Curriculum Nights are offered to students and family at each campus. Students and their families come to the school to learn about the

progress the Title I program has made in closing the achievement gap; supplemental curricula is shared with parents/guardians at this time and expected benchmark attainment levels and the goals of the Title I program. Parents are informed of opportunities they have to become involved in the school and for their input and feedback. In addition, parents and students participate in learning activities and games that parents and children can participate in outside of school hours to enhance learning. Campus climate surveys monitor parent and student satisfaction with campus communication and family engagement. Information from this survey is used to adapt and change the services provided, support offered to parents, and outreach opportunities to families. Parents are also informed that they have the right to request a meeting at any time with their child's teacher, campus leadership or curriculum staff to discuss their child's progress or the Title I services being provided at the district/school. Each campus' site based decision/ Title I community stakeholder team develops a parent engagement compact and reviews it annually. The compacts are publicly posted on campus webpages. The district Campus and Parent family engagement policy is developed by district stakeholders and reviewed by the District Planning Committee. The RISD District Parent and Family Engagement Policy is available for the public on the RISD webpage.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Richardson ISD offers PreK services to qualifying students who are 3 or 4 years of age. Programs are campus based and our early childhood educators support the transition to kindergarten at the campus level through classroom visits, integrated storytimes, parent meetings, etc. Additionally, RISD offers a kindergarten roundup to welcome students from non-RISD early childhood programs to our campuses. The coordinating director of early childhood services coordinates with fellow area early childhood and daycare directors to support transitions for students and families and to share best practices.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

RISD does not have targeted assistance programs

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Richardson ISD prepares all students for the world of work through intentional and meaningful career focused programs of study and rigorous coursework and learning experiences. Teaching and Learning Services offer multiple avenues for coordination with institutions of higher education, employers and local partners. Advanced placement, dual credit, and UT on Ramps courses are offered at each high school campus. Additionally students experience real-world learning environments in all of our industry specific programming. Equipped with the knowledge and technical skills necessary for employment, and the social/emotional capacity to sustain employment, the RISD CTE students are ready for future success in the workforce, college, and civic service. Furthermore, with a dedicated industry and higher education partnership, students in any of our 4 College and Career School Models are connected to their future, equipped with industry relevant knowledge and skills, and are steps ahead of others upon graduation.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career

counseling to identify student interests and skills;

Richardson ISD, in partnership with the College Board, Dallas College, and The University of Texas at Austin, offer a variety of programs for students to enroll in college courses while still in high school. Advanced Placement is an open enrollment program overseen by the College Board which allows students to take college-level courses on their high school campus. Students have an opportunity to earn college credit and/or qualify for more advanced classes when they begin college. AP exams that are administered each spring. OnRamps is an open enrollment program where courses are taught at the high school by high school teachers and UT professors. These courses are UT-designed college courses aligned with the expectations of leading research institutions. Upon successful completion of the course, students can accept their college hours and receive a transcript from UT. The primary purpose of OnRamps is to accelerate college student success. Additionally, students may enroll in courses at any of the Dallas College campuses that are partnered with RISD or on their own high school campus. RISD also offers open-enrollment early college high school programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials, licenses, and degrees, and pursue in-demand career paths.

RISD is composed of about 37,000 students for the 23-24 school year. Of this 9,945 are in grades 9-12. We also have 5,108 in our Junior Highs which includes 7th & 8th grade.

Descriptor 11: Discipline Disproportionality

Richardson ISD student services monitors discipline reports and supports schools with high rates of discipline. Behavior specialists work directly with campus staff and students to promote a safe and healthy learning environment. Additionally, behavior specialists and counseling departments work with staff and students on restorative justice practices and positive interventions such as cool down spaces. Behavioral and social - emotional learning interventions, culturally responsive teaching practices and providing technical assistance for MTSS behavioral supports are strategies supported to ameliorate high rates of discipline.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

RISD offers programs of study in 13 career clusters which is above the minimum of 6 required for a district of our size. Our program of study is in line with the new TEA's program of study. We have streamlined our POS to align with the state's POS and have also expanded HS CTE courses to the 7th and 8th grade. We maximize CTE concentrators and completers in high need and high wage fields.

RISD has meaningful Work Based learning opportunities. Our RISD CTE department has worked diligently to provide a partner for each program of study.

Our goal is to have multiple touchpoints during the year for that pathway with its industry partners. Our goal is to provide a continuum of awareness, exploration, and preparation for students within their field.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

RISD has meaningful Work Based learning opportunities. Our RISD CTE department has worked diligently to provide a partner for each program of study. Our goal is to have multiple touchpoints during the year for that pathway with its industry partners. Our goal is to provide a continuum of awareness, exploration, and preparation for students within their field. Preparation leads to our Professional Internship Program with over 180 students participating this year. Each P-TECH pathway provides multiple WBL experiences per semester to its students 9-12. CTE dual credit courses at all 4 of our high schools in conjunction with Dallas College campuses, and UT Onramps.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Advanced Learning Programs and Services is a part of the department of Advanced Learning Services Department. These are both a part of the Teaching and Learning Department. ALPS focuses on assisting schools in identifying and providing services for students who have qualified for gifted services and supporting classroom teachers who have high achieving and high ability learners. Because a school district is tasked with educating students, gifted services are provided to students who have instructional needs beyond the scope of the general education classroom. Sometimes that means having more complexity or rigor added to the core curriculum like extending a science lesson or unit. This is called Core+. Sometimes students have such a need that they receive additional services in a different setting with an Advanced Learning Teacher. These Pullout lessons last about two hours each week. Finally, some students need acceleration of up to two years in all the core areas of instruction and they may need Responsive Acceleration Pathways to ensure they are challenged appropriately. Secondary gifted services include Advanced, AP, Dual Credit, and/or OnRamps classes in several content areas and GT-sheltered content courses in Language Arts, Social Studies, and Science.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

The Instructional Technology Department and Library and Information Services Department have a comprehensive support system for campuses. Central and campus based staff support teachers with effective technology integration through professional development, support in PLCs, and co-teaching opportunities as well as coaching and collaborative planning. Our goal is to develop digital literacy skills and teach information literacy in collaboration with classroom teachers within the context of the content curriculum, inspire and develop a love of reading that enables students to achieve academically and become lifelong learners and effective users of information.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. 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)].
2. 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)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. 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)].
5. Collaborate with State or local child welfare agency to—
 - 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;
 - 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.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. 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)].
8. 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)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance