

# **Richardson Independent School District**

## **Forest Lane Academy**

### **2025-2026 Campus Improvement Plan**



# Mission Statement

One Goal. One Team. One Vision. World Class.

## Vision

Creating a culture of world-class excellence for all.

## Value Statement

We are focused on creating a learning environment focused around our core values of being safe, respectful, and responsible. We will focus our systems around staff culture, student culture, data driven instruction, collaborative planning/internalization, and observation and feedback.

# Table of Contents

Comprehensive Needs Assessment ..... 4

    Student Learning ..... 4

    School Processes & Programs ..... 6

    Perceptions ..... 8

Priority Problem Statements ..... 9

Comprehensive Needs Assessment Data Documentation ..... 10

Goals ..... 11

    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. .... 11

    Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies. .... 20

    Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff. .... 23

    Goal 4: We will create opportunities to ensure engagement with community members in RISD. .... 28

    Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action. .... 30

# Comprehensive Needs Assessment

## Student Learning

### Student Learning Summary

Forest Lane Academy is committed to supporting all students growing and achieving high levels of success. We use multiple data points in order to determine the best course of action to help support student growth and learning needs.

2023 STAAR Data for our campus shows that:

- TBD

2023 TELPAS Data for our campus shows that:

- TBD

NWEA Map Data for our campus shows:

- MAP Reading shows that 69% of students met their growth goal.
- MAP Math shows that 73% of students met their growth goal.

MClass Data for our campus shows that:

- 45% of our kinder students ended on Tier 1 for composite score.
- 68% of our 1st grade students ended on Tier 1 for composite score.

CIRCLE Data for our campus shows that:

- 71% of prek students were on track for rapid letter naming.
- 83% of prek students were on track for math overall.

## **Student Learning Strengths**

### **Student Learning Strengths:**

- Math MAP and Reading MAP had higher rates of students meeting growth goals in comparison to the previous year.
- PreK CIRCLE Data showed a strength in rapid letter naming, story retell, and letter sound correspondence.
- MClass data showed higher rates of student growth when assessing reading fluency of nonsense words.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** All students are not yet meeting growth goals.

**Root Cause:** We as a campus need to review how we are serving our tier 1 students in a way that allows them to meet their growth goals. We also as a campus need to understand how we can better support our 1st graders in meeting their growth goals on MAP.

# School Processes & Programs

## School Processes & Programs Summary

Forest Lane Academy teachers are highly qualified professionals who are committed to all students connecting, growing, learning and succeeding.

We believe in fostering opportunities for growth for each child and offer intervention and extensions both during the school day and before/after school to promote student success.

Forest Lane Academy 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:

(Select)

- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Empowerment Committee
- Gifted and Talented Services
- Multilingual Services
- Pre-K services
- MTSS Processes
- Special Education Services
- Student Services
- Over 15 Extracurricular Activity Opportunity
- New Teacher Academies for FLA Teachers
- PLC Processes for all departments

## School Processes & Programs Strengths

### School Processes and Programs Strengths:

Our staff is highly committed to the success of each student.

Our schedule offer opportunities for teachers and staff to work collaboratively to meet the needs of students. We host PLCs twice a week and also offer after school learning opportunities.

Our campus culture supports a positive learning environment where students academic as well as social and emotional needs are met. We take pride in offering over 15 extracurricular activities.

A culture of high expectations and positive attitudes among the staff have created a supportive and collaborative culture that encourages the growth of all on our campus.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Processes and Programs need to continue to promote engagement within and outside of the school building by clearly communicating our systems and vision.

**Root Cause:** Areas of focus will be parent engagement and MTSS Processes

# Perceptions

## Perceptions Summary

Forest Lane Academy is committed to providing a supportive, collaborative and invested culture among students, staff, families and community. We encourage stakeholder involvement and feedback and offer various ways for the family and community to support as a volunteer, member of our site-based campus committee, and PTA.

## Perceptions Strengths

100% teachers understand their role in implementing our school's key actions. Our campus bases its action on the core beliefs of the district.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Not all demographic populations have achieved their full potential academically or behaviorally.



# 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
- Campus goals
- Performance Objectives with summative review (prior year)

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data

## **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

## **Student Data: Behavior and Other Indicators**

- Attendance data

## **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- T-TESS data

## **Parent/Community Data**

- Parent surveys and/or other feedback

# 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:** Implement and maintain a system to house, monitor, and support academic growth.







**HB3 Goal**

**Evaluation Data Sources:** Learning Management Systems, MAP Data, District Assessment Data, Branching Minds to track Intervention Data, Individualized Education Plan Progress Monitoring Reports, Summit K12 usage reports, Campus Out of Place Document

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain a portfolio on SeeSaw or Schoology to house student artifacts that connect to students' academic (MAP, STAAR, and CLI) and life ready goals.  <b>Strategy's Expected Result/Impact:</b> The percent of students in third grade who score at the meets level or above will increase from 36% to 57% in STAAR Reading and from 36% to 52% in STAAR Math by June 2026. Increase in students meeting or exceeding individual growth measures on MAP, STAAR, and CLI performance. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, and Specialist.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Implement and monitor a plan to administer MAP growth to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY. <b>Strategy's Expected Result/Impact:</b> More than 95% of the students will have test results in MAP BOY, MOY, and EOY. <b>Staff Responsible for Monitoring:</b> Teachers and Instructional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> By implementing effective intervention and enrichment strategies and effective internalization protocols, we will increase the percentage of students meeting or exceeding individual growth measures on STAAR and MAP growth diagnostics from BOY to EOY in Reading and Mathematics. <b>Strategy's Expected Result/Impact:</b> About 140 students in 4th and 5th grade will meet their STAAR growth goal in Reading Language Arts. About 130 students will meet their STAAR growth goal in Math. 55% of students or more will meet their MAP growth goal in reading and math. <b>Staff Responsible for Monitoring:</b> Teachers, Content Specialists, and Instructional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Develop and implement a system for staff to create, track, and monitor student and professional goals utilizing Schoology. <b>Strategy's Expected Result/Impact:</b> Staff growth in professional goal area evidenced by quarterly artifacts in Schoology. 55% of students meeting growth goals in MAP EOY reading, math, and/or science. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, Instructional Coaches, and Specialists		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			




Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Increase the percentage of English language proficiency growth on TELPAS composite from 45% to 46%. <b>Strategy's Expected Result/Impact:</b> TELPAS composite score for Domain III report card will be at 46%. <b>Staff Responsible for Monitoring:</b> Language Acquisition Teacher, Campus Administrators, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Increase the percentage of Emergent Bilinguals exiting via the exit criteria on TELPAS by 3%. <b>Strategy's Expected Result/Impact:</b> Emergent Bilinguals entering "Monitored" status will increase by 3% on TELPAS. <b>Staff Responsible for Monitoring:</b> Language Acquisition Teacher, Teachers, Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Ensure 100% compliance of quarterly IEP progress monitoring reports for students receiving services through Special Education. <b>Strategy's Expected Result/Impact:</b> 100% of special education students will receive quality progress monitoring reports quarterly. <b>Staff Responsible for Monitoring:</b> Special Education teachers and Campus Administrators  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 8 Details		Reviews			
<b>Strategy 8:</b> Campuses will identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district and monitor progress in Branching Minds with fidelity. <b>Strategy's Expected Result/Impact:</b> Students performance in math and reading will increase evidenced by district assessments, MAP, and STAAR. Ensure growth of all students by 5-10%. <b>Staff Responsible for Monitoring:</b> Teachers, Content Specialists, Instructional Coaches, Campus Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 9 Details		Reviews			
<b>Strategy 9:</b> Identify, in a timely manner, teachers and campus leaders' professional needs, and provide suitable learning opportunities or resources to ensure growth for all teachers, leaders and students. <b>Strategy's Expected Result/Impact:</b> Growth for all teachers in professional standards evidence by TTESS. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

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

**Performance Objective 2:** Maintain a system for social emotional learning and discipline management.

**Evaluation Data Sources:** Focus behavior Data, Too Good for Drugs Assessment Data, Bullying Documentation, Emergent Tree Data, Internet Safety Digital Citizenship Lesson Plans

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Clear and consistent implementation of discipline management plan including use of counselors, student culture coach, administration, and classroom teachers. <b>Strategy's Expected Result/Impact:</b> Decrease in Focus referrals <b>Staff Responsible for Monitoring:</b> Counselors, Student Culture Coach, Administration, Classroom Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain an appropriate system for in-take of conflict and bullying concerns that includes follow-up. <b>Strategy's Expected Result/Impact:</b> Students and families have a clear way of communicating conflict/bullying and there is a clear plan for how next steps. <b>Staff Responsible for Monitoring:</b> Campus Counselors, Campus Administration, Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Plan for safety/digital citizenship lessons and Too Good for Drug lessons. <b>Strategy's Expected Result/Impact:</b> Students are able to engage and speak to interactions related to technology safety and drugs.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			




Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Create a transition plan for elementary school to junior high. <b>Strategy's Expected Result/Impact:</b> Students feel equipped to enter a new learning setting. <b>Staff Responsible for Monitoring:</b> Campus Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> No Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				



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

**Performance Objective 3:** Comply with state and federal requirements.

**Evaluation Data Sources:** Immunization documentation and Title I needs assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor and support student immunization compliance of the student body. <b>Strategy's Expected Result/Impact:</b> Campus will be in compliance with district expectations related to immunizations. <b>Staff Responsible for Monitoring:</b> Campus Nurse	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will implement and Emergency Cardiac Response round table drill in the fall and an all campus AED drill in February to coincide with heart month. <b>Strategy's Expected Result/Impact:</b> Our campus will be prepared to respond quickly if a cardiac event should occur on campus. <b>Staff Responsible for Monitoring:</b> Campus Nurse	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure Title I 10 Components based on needs assessment. <b>Strategy's Expected Result/Impact:</b> Campus is aware of Title I components and responding to any gapes in Title I implementation <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

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

**Performance Objective 4:** Develop and maintain a system for monitoring and responding to attendance needs.

**Evaluation Data Sources:** Attendance Rates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize FOCUS data to conference with and support families with students who have attendance struggles. <b>Strategy's Expected Result/Impact:</b> An increase of 2% or more in campus' overall attendance rate (92% last year). <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coach, Student Data Specialists  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<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 1:** Maintained a trusted and reliable Teacher Incentive Allotment process at the campus level



**High Priority**  
**Evaluation Data Sources:** Teacher Feedback and Teacher Incentive Allotment District Feedback






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Showcase Teacher Incentive Allotment systems and rewards through teacher recruitment, staff development opportunities, and campus celebrations. <b>Strategy's Expected Result/Impact:</b> Forest Lane Academy will recruit, retain , and motivate highly qualified teachers <b>Staff Responsible for Monitoring:</b> Central Administration, Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The administration team will conduct a minimum of five classroom walkthroughs per week, focusing on T-TESS calibration and building interrater reliability among evaluators. <b>Strategy's Expected Result/Impact:</b> Increased consistency and alignment in evaluator feedback, leading to stronger instructional coaching and improved teacher practice. <b>Staff Responsible for Monitoring:</b> Campus Administration, District Teacher Incentive Allotment Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	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 target strategies to reduce campus turnover by 5%.

**Evaluation Data Sources:** Campus retention data



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to market why staff enjoys working at Forest Lane Academy by providing recruits with staff testimonials via flyers at job fairs and during interviews. <b>Strategy's Expected Result/Impact:</b> Recruits will have a strong sense of why our staff continue to choose FLA as a place of employment. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement strategies to address climate survey results from beginning of the year and middle of the year surveys. Examples of this are staff meetings addressing survey results, December "Stay" Interviews with campus administration and all staff. <b>Strategy's Expected Result/Impact:</b> Increase in staff morale and retention as documented in the EOY campus climate survey. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			








Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Create and encourage participation in campus activities that promote a positive climate. Examples of this would be "RockTober" and "Frienduary" where staff are offered opportunities to feel appreciated and connected with campus. <b>Strategy's Expected Result/Impact:</b> Staff will feel valued and respected at school and will in turn want to continue working at the campus. <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team, Sunshine Committee, Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

**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, and Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement and enhance Schoology and Seesaw Learning Management System (LMS) platforms as a tool for facilitating components of the Learning Framework.  <b>Strategy's Expected Result/Impact:</b> Students will be able to use LMS platforms in a way that enhances their learning. Growth in the Brite Bights Survey on identified professional learning needs. <b>Staff Responsible for Monitoring:</b> Teachers, Campus Administrators, Instructional Coaches, Content Specialisits, District I-Team Member  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create opportunities for teachers in all grade levels and content areas to share with their peers activities that connect to each phase of the learner framework.  <b>Strategy's Expected Result/Impact:</b> All teachers will have a clear understanding of what all phases of the learner framework looks like in the classroom. <b>Staff Responsible for Monitoring:</b> Instructional Coaches  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Enhance High Quality Instructional Materials implementation in K-5 Reading Language Arts and Math. <b>Strategy's Expected Result/Impact:</b> 55% of students in math and reading language arts will meet their EOY MAP Growth goals. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Content Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue to implement ESL content based model in PK-5. Language Acquisition Teacher will build capacity in ALL core content teachers to utilize Summit K12 and ELlevation strategy to ensure tier 1 instruction meets the linguistic and cognitive needs of Emergent Bilingual students. <b>Strategy's Expected Result/Impact:</b> Increase in Summit K12 usage and students will increase in TELPAS growth by one level on composite scores. <b>Staff Responsible for Monitoring:</b> Administration Instructional Coaches Language Acquisition Teacher  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Implement district data protocols. <b>Strategy's Expected Result/Impact:</b> By implementing effective data protocols, students will meet or exceed their growth goals measured by MAP reading, math, and science as well as STAAR. <b>Staff Responsible for Monitoring:</b> Administration Instructional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate 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 2:** Promote all students graduating college and career ready.

**HB3 Goal**



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








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide career inspiration, exploration, and discovery in Pre-K-5th grade classes by showcasing different careers. <b>Strategy's Expected Result/Impact:</b> 100 percent of 5th grade students will participate in BizTown. 100 percent of K-5 students will have a career and college enrichment day. <b>Staff Responsible for Monitoring:</b> Campus Administration, Staff Committees  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement AVID strategies focusing on writing in all content areas and grade levels. <b>Strategy's Expected Result/Impact:</b> Use of AVID strategies in all grade levels. <b>Staff Responsible for Monitoring:</b> Campus Administration, AVID committee, teachers, Instructional Leadership Team  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	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 3:** Enhance a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.

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



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Embed learning strategies into regular classroom instruction (priorities: Lead4ward, ELlevation strategies, 7 Steps, and IEP Accomodations). <b>Strategy's Expected Result/Impact:</b> All teachers will be able to meet proficient or higher standards in domain 2, instructional delivery. <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, Campus Specialists  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue professional learning embedding the Learner Growth Framework that promotes growth of students and teachers. <b>Strategy's Expected Result/Impact:</b> Students will be engaged in learning as teachers deliver effective tier 1 lessons. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Content Specialists  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure that all teachers are equipped to serve Emergent Bilingual students and Gifted and Talented students within the classroom setting. <b>Strategy's Expected Result/Impact:</b> Teachers will have a bank of resources and peer experiences that guide their instruction for special populations. All teacher will have an ESL Certification and 30 hours of GT training or 6 hour update. <b>Staff Responsible for Monitoring:</b> Campus Administration, Language Acquisition Teacher, Gifted and Talented Teacher  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement with fidelity the weekly collaborative plannings in Pre-K-5th grade utilizing the Professional Learning Community protocol. <b>Strategy's Expected Result/Impact:</b> All teachers will have proficient or higher in domain 2, instructional delivery, of TTESS. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Specialists  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Ensure professional development support is provided for paraprofessionals through collaboration with various district departments. <b>Strategy's Expected Result/Impact:</b> Increase knowledge and skills of paraprofessionals. <b>Staff Responsible for Monitoring:</b> Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

**Evaluation Data Sources:** Attendance of Family Events, Parent Conference Logs, Community Engagement through increase in partner outreach efforts and programs.







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase student and parent membership in PTA and attendance of events hosted/co-hosted by PTA and Family Empowerment <b>Strategy's Expected Result/Impact:</b> By increasing membership and participation helps heighten and deepen relationships between the community and our school. <b>Staff Responsible for Monitoring:</b> Campus Administration, PTA Board, Family Empowerment Committee  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create consistent communication avenues with community through district communication tools including Blackboard Mass Notification, Campus Website, Campus Newsletter/Smore, Campus Social Media, School Marquees, and leveraging relationships with community groups like volunteers and business partners. <b>Strategy's Expected Result/Impact:</b> By communicating with the community we will provide means for positive collaboration between campus and community. <b>Staff Responsible for Monitoring:</b> Campus Administration, PTA Board, Library and Instructional Technology Educator  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Partner with community volunteers and organizations in a way that promotes family involvement. <b>Strategy's Expected Result/Impact:</b> Community partners will assist the campus in creating student experiences that allow parents to engage and connect with the school (Perot Museum, Vaccine Clinics, Frost Bank, Boy Scouts, etc.). <b>Staff Responsible for Monitoring:</b> Title I Parent Engagement Coordinator Campus), Campus Administration, PTA Board  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Ensure all students have a home school connection. <b>Strategy's Expected Result/Impact:</b> Increased participation in clubs, parent conferences, open house, and family events. The family events include, but are not limited to, Spooky Family Fun Night, Multi-cultural celebration, and Literacy Night.	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<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 1:** Ensure operations are conducted in a financially effective and efficient manner.







**Evaluation Data Sources:** None

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collaborate with Facility Services and the Energy & Sustainability Department to optimize building/campus energy use in an effort to align with the District's Energy Management Plan. <b>Strategy's Expected Result/Impact:</b> The district's energy bill analysis will show a steady decline in energy consumption. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Executive Assistant	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Review campus budget, including Title I funds, for impact on student growth. <b>Strategy's Expected Result/Impact:</b> Students who participate in tutoring and Saturday will show growth on MOY MAP data and expected achievement on STAAR simulation data. <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Campus Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<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.

**Evaluation Data Sources:** Stake-holder feedback, campus walkthrough feedback, and district safety audit

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and implement a walk-through checklist for the learning environments both inside and outside the campus. <b>Strategy's Expected Result/Impact:</b> Create an inviting physical environment on all campuses. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Executive Assistant	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain a safe campus through door audits, safety drills, and random security checks. <b>Strategy's Expected Result/Impact:</b> By implementing the safety and security strategy we will enhance school safety and emergency preparedness. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Security Officer, Counselors	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<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:** Teacher feedback, Bright Bytes Survey Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All technology e-mails will be resolved within 48 hours. <b>Strategy's Expected Result/Impact:</b> Teacher feedback will communicate resolutions to ongoing technology needs. <b>Staff Responsible for Monitoring:</b> Library Information Technology Educator, Elementary Technology Specialist, Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				