

Richardson Independent School District

Forest Meadow Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: C

Distinction Designation

Academic Achievement in English Language Arts/Reading



Mission Statement

The mission of Forest Meadow Middle School is to educate, empower and enable all students to become caring, contributing leaders who can succeed in an ever-changing world. Our students will excel through a supportive learning environment that promotes their leadership skills, social/emotional health and specific academic content through engaging instruction designed for the 21st century learner.

Vision

At Forest Meadow Middle School, we believe every student deserves to learn and grow in a community where they feel safe, responsible, and respectful. Our vision is to create a school environment that nurtures academic excellence, social-emotional growth, and personal responsibility, empowering students to thrive both in and out of the classroom.

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

Focus

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

Table of Contents

Goals 4

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 4

Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies. 33

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff. 38

Goal 4: We will create opportunities to ensure engagement with community members in RISD. 54

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action. 58

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: Ensure all students have a school/home connection (club, extra curricular, activity, an adult at school).

Evaluation Data Sources: Student, Parent, and Staff surveys

Strategy 1 Details	Reviews			
Strategy 1: Increase opportunities for student engagement through campus extracurricular activities by making daily announcements with club meeting information, information in the newsletter and recruiting during the school day. These activities include athletics, band, orchestra, choir, theatre, art, Art Club, Drama Club, DnD Club, TOPS, Culture Club, NJHS, Yearbook and Student Council, Fore Runner (boys mentoring program). Strategy's Expected Result/Impact: Promote extracurricular opportunities through announcements, newsletters, and in-school recruiting, student participation in athletics, fine arts, and campus clubs will increase by at least 10% this year. As more students connect to an activity or trusted adult, we expect higher engagement (80% reporting a connection on surveys), improved attendance (96% or higher among participants), reduced discipline referrals (5% decrease), and a stronger sense of belonging (+5% growth on student survey). Staff Responsible for Monitoring: Staff/Teacher Sponsors Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable			

No Progress

Accomplished

Continue/Modify



Discontinue

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

Performance Objective 2: Clear and consistent implementation of discipline management plan; strategies to inform staff of discipline process

Evaluation Data Sources: Discipline Referral Data, Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Emergent Tree structures to establish consistent, schoolwide behavior expectations. Advisory teachers will deliver culturally relevant lessons and activities designed to strengthen student connections and promote a positive campus climate. The Emergent Tree committee will monitor progress by reviewing discipline data and campus survey results to guide adjustments and ensure effectiveness.</p> <p>Strategy's Expected Result/Impact: FMMS will strengthen schoolwide culture and climate. We expect to see a 10% increase in positive student survey responses about school culture, a 5% decrease in discipline referrals, and improved consistency in staff implementation of behavior expectations (measured through walkthroughs and committee data reviews). These efforts will foster a safer, more respectful environment where students remain engaged and staff feel supported in managing classrooms effectively.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Dean of Students Emergent Tree Committee</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Considerable</div>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Promote positive behavior across classrooms and common areas by implementing the Emergent Tree model and consistent campus-wide expectations. Strengthen student character and safety through Advisory lessons focused on bullying, harassment, dating violence prevention, and cultural awareness. Provide proactive supervision during transitions, breakfast, lunch, and dismissal to reduce incidents, while utilizing the Dean of Students to support, redirect, and reset student behavior. These efforts aim to decrease discipline referrals and ISS/OSS placements while fostering an inclusive and respectful school culture.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of the Emergent Tree model, targeted Advisory lessons, and proactive supervision will result in a 5-10% decrease in discipline referrals and ISS/OSS placements. Students will demonstrate stronger social-emotional skills, cultural awareness, and respect for peers, while staff will feel more supported in maintaining positive learning environments. Campus survey results are expected to reflect a measurable increase in students' sense of safety and belonging.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Social Worker Dean Of Students In-School Suspension Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a campus-wide behavior flowchart and provide staff training on its consistent use in classrooms and common areas. This will ensure all teachers apply discipline procedures with fidelity, creating a unified approach to behavior management and promoting a safe, structured learning environment across FMMS.</p> <p>Strategy's Expected Result/Impact: Training staff on the campus-wide behavior flowchart and ensuring consistent implementation will lead to greater alignment in managing student behavior. As a result, FMMS will see a 10% increase in consistency of discipline referrals across classrooms, a reduction in repeat offenses by at least 5%, and improved staff confidence in applying the discipline process (as measured by staff surveys). This consistency will create a more predictable, safe, and supportive environment that allows students to remain engaged in learning.</p> <p>Staff Responsible for Monitoring: Administrators Campus Emergent Tree Committee Dean of Students</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			



No Progress



Accomplished



Continue/Modify









Discontinue

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

Performance Objective 3: Increase of the attendance rate by 2% in the 25-26 school year

Evaluation Data Sources: Attendance data


Strategy 1 Details	Reviews			
<p>Strategy 1: Foster a strong sense of belonging by continually monitoring attendance through FOCUS and intervening early with students who accumulate multiple absences. Schedule parent and student conferences to address barriers, reinforce the importance of attendance, and connect families with supports that encourage consistent school participation.</p> <p>Strategy's Expected Result/Impact: Monitoring and timely parent/student conferences will lead to a 2% increase in the overall attendance rate for the 2025-26 school year. Students who feel more connected to the FMMS community will demonstrate stronger engagement and improved academic performance, while families will report increased awareness of attendance expectations. We also anticipate a reduction in chronic absenteeism by at least 3%, resulting in more students meeting growth measures on academic assessments.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Attendance Clerk Student Data Specialist Dean of Students Social Worker</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Moderate Progress</div>			



Strategy 2 Details		Reviews			
<p>Strategy 2: Monitor student data reports regularly to ensure compliance with immunization requirements, following up promptly with families of non-compliant students to remove barriers and support attendance.</p> <p>Strategy's Expected Result/Impact: Ongoing monitoring of immunization compliance will result in at least 95% of students meeting state immunization requirements, thereby reducing preventable absences due to exclusion from school. This will directly support the campus goal of increasing the attendance rate by 2% in the 2025-26 school year and ensure a healthier, safer learning environment for all students.</p> <p>Staff Responsible for Monitoring: Nurse Administrators Student Data Specialist Attendance Clerk Dean of Students</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
Strategy 3 Details		Reviews			
<p>Strategy 3: Monitor student absence data to identify and address potential communicable disease issues on campus, collaborating with the school nurse, health department, and families as needed to reduce spread and maintain a healthy learning environment.</p> <p>Strategy's Expected Result/Impact: Proactive monitoring of absence trends will allow FMMS to respond quickly to communicable disease concerns, resulting in fewer health-related absences and minimizing instructional loss. This will contribute to the overall 2% increase in attendance for the 2025-26 school year and promote a safe, healthy environment that supports consistent student growth and engagement.</p> <p>Staff Responsible for Monitoring: Nurse Administrators Student Data Specialist Attendance Clerk Dean of Students</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
<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 4: Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Administer MAP Growth diagnostics in Reading and Mathematics to at least 95% of eligible students at BOY, MOY, and EOY to ensure consistent data collection for monitoring and instructional planning. Strategy's Expected Result/Impact: Administering MAP assessments with 95% student participation will provide reliable, campus-wide data to guide instructional decisions and interventions. As a result, FMMS expects to see an increase in the percentage of students meeting or exceeding individual growth measures by at least 10% from BOY to EOY in both Reading and Mathematics. This will also allow teachers to adjust instruction more effectively, leading to measurable student growth and improved alignment with the North Star Goal. Staff Responsible for Monitoring: Administrators Instructional Coaches Dean of Instruction TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			


Strategy 2 Details	Reviews			
<p>Strategy 2: Use state accountability data and MAP Growth results to identify student groups in need of targeted or additional targeted support. Provide differentiated interventions, progress monitoring, and instructional adjustments to close achievement gaps and accelerate growth.</p> <p>Strategy's Expected Result/Impact: By systematically addressing the needs of targeted student groups, FMMS expects a 10% increase in the number of students in these groups meeting or exceeding their individual MAP Growth measures in Reading and Mathematics. This will narrow performance gaps among subpopulations, improve equity in outcomes, and directly support progress toward state accountability targets.</p> <p>Staff Responsible for Monitoring: Administrators Dean of Instruction Instructional Coaches Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
<p>Strategy 3: The MTSS Team will use Branching Minds to identify and progress monitor secondary students in need of support, based on defined indicators such as attendance, behavior, reading and math intensive courses, and course failures. Interventions will be documented and adjusted as needed to address student progress.</p> <p>Strategy's Expected Result/Impact: Through systematic monitoring and targeted interventions, FMMS expects to see a reduction of at least 10% in course failures and repeated intensive course placements among identified students, along with improved attendance and behavior outcomes. Students receiving MTSS support will demonstrate measurable growth on MAP Reading and Mathematics diagnostics, contributing to the overall campus goal of increasing the percentage of students meeting or exceeding individual growth measures from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Teachers Administrators MTSS Committee</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			






Strategy 4 Details	Reviews			
<p>Strategy 4: Identify students in need of accelerated learning and intensive intervention using assessment data, and provide targeted support through High-Quality Instructional Materials (HQIM) as designated by the district. Monitor intervention progress consistently in Branching Minds to ensure timely adjustments.</p> <p>Strategy's Expected Result/Impact: By leveraging HQIM and systematic monitoring in Branching Minds, FMMS expects to see at least a 10% increase in students receiving accelerated learning support who meet or exceed their MAP growth measures in Reading and Mathematics. Additionally, students in intensive intervention will demonstrate measurable progress toward grade-level expectations, reducing learning gaps and improving overall campus performance on accountability measures.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Dean of Instruction Teachers Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize Schoology as a platform for teachers and students to set, monitor, and track individual academic growth goals throughout the year, with four artifacts submitted (one per quarter) to document progress.</p> <p>Strategy's Expected Result/Impact: Using Schoology for goal setting and progress tracking will increase student ownership of learning and provide teachers with actionable insights into growth. FMMS expects at least 80% of students to meet one or more of their self-identified goals, contributing to a 10% overall increase in the number of students meeting or exceeding MAP Growth measures in Reading and Mathematics by the end of the year.</p> <p>Staff Responsible for Monitoring: Trainings provided by iTeam. Administrators Teachers Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate 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 5: Increase the percentage of English language proficiency growth on TELPAS by 3-6%, and implement Summit K12 minutes with fidelity.

Evaluation Data Sources: TELPAS growth data
Summit K12 Lessons



Strategy 1 Details		Reviews			
Strategy 1: Implement Summit K12 with fidelity by ensuring that English Learners complete required practice minutes, and teachers consistently integrate the program into instruction to build language proficiency. Strategy's Expected Result/Impact: Consistent use of Summit K12 will accelerate English Learners' growth in listening, speaking, reading, and writing. As a result, FMMS expects a 3-6% increase in students demonstrating proficiency growth on TELPAS, along with improved classroom participation and confidence in academic language usage. Staff Responsible for Monitoring: ESL Teachers Testing Coordinator Instructional Coaches Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			



Strategy 2 Details		Reviews			
Strategy 2: Increase the percentage of emergent bilingual students meeting exit criteria by 3-8% annually through the LPAC process. Strategy's Expected Result/Impact: MMS will see a 3-8% increase in Emergent Bilingual students exiting the program each year. This will demonstrate growth in English language proficiency, reduce the number of long-term EB students, and support higher academic achievement across content areas. Staff Responsible for Monitoring: ESL Teachers Language Acquisition Teacher Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		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 6: Provide and verify the delivery of substance abuse prevention lessons through Advisory, with administration monitoring implementation for fidelity.

Evaluation Data Sources: Lesson Verification, Advisory Calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement all state-required bullying prevention measures in alignment with Board policies and procedures, as outlined in Appendix A. Provide staff training, student lessons, and parent communication to ensure full compliance and awareness.</p> <p>Strategy's Expected Result/Impact: Consistent implementation of bullying prevention requirements will lead to a reduction in reported bullying incidents by at least 5%, increased student perception of safety (as measured by climate surveys), and greater staff confidence in recognizing and addressing bullying behaviors</p> <p>Staff Responsible for Monitoring: Administrations Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Moderate Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate promptly and consistently with parents regarding bullying incidents, ensuring transparency, alignment with Board policy, and timely follow-up on investigations and resolutions.</p> <p>Strategy's Expected Result/Impact: Regular communication with parents will build trust and accountability, resulting in improved parent satisfaction (as measured by survey feedback), stronger partnerships in addressing student needs, and a decrease in repeated bullying incidents by at least 5%. This will reinforce a safe and respectful school culture for all students.</p> <p>Staff Responsible for Monitoring: Administrators Counselors</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Considerable</p>			


Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate internet safety and digital citizenship lessons into Advisory to equip students with the skills to use technology responsibly, respectfully, and safely.</p> <p>Strategy's Expected Result/Impact: By explicitly teaching digital citizenship, FMMS will increase student awareness of safe online behaviors, leading to a reduction in technology-related discipline incidents by at least 5% and improved student survey responses on responsible technology use. This will promote a safer digital environment and support the development of responsible, respectful digital learners.</p> <p>Staff Responsible for Monitoring: Administrators Advisory Teachers Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 4 Details	Reviews			
<p>Strategy 4: Form a Campus Threat Assessment Team and ensure members complete all required training as outlined in Texas Education Code SS37.115, equipping the team to identify, assess, and support students who may pose a risk of harm to self or others.</p> <p>Strategy's Expected Result/Impact: With a trained Threat Assessment Team in place, FMMS will improve its ability to proactively identify and address potential safety concerns, leading to faster interventions, a measurable reduction in crisis-level incidents, and improved student and staff perceptions of campus safety (as reflected in climate surveys).</p> <p>Staff Responsible for Monitoring: Administrators School Resource Office Threat Assessment Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			






Strategy 5 Details	Reviews			
<p>Strategy 5: The Campus Emergency Response Team (ERT) will conduct a roundtable drill in the fall and an all-campus AED drill in February, aligning with Heart Month, to ensure preparedness for responding quickly and effectively to a cardiac event on campus.</p> <p>Strategy's Expected Result/Impact: By practicing emergency protocols, FMMS staff and students will be better prepared to respond to medical emergencies, resulting in improved response times during drills, increased staff confidence in AED use (measured by post-drill surveys), and strengthened campus readiness for life-saving interventions.</p> <p>Staff Responsible for Monitoring: Campus Emergency Response Team Nurse Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate 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 7: Establish and monitor two growth goals for every student--one academic and one personal--to promote both academic achievement and social-emotional development. Progress toward these goals will be tracked and revisited throughout the school year.

Evaluation Data Sources: All teachers will craft student and professional growth goals that meet the needs of FMMS student population. Students will meet individual growth measures on MAP test.

Strategy 1 Details	Reviews			
Strategy 1: Ensure each student sets, monitors, and works toward meeting or exceeding individual growth targets as measured by the MAP (Measures of Academic Progress) assessment in Reading and Mathematics. Strategy's Expected Result/Impact: Through consistent monitoring of MAP data and targeted instructional adjustments, FMMS expects at least 70-80% of students to meet or exceed their individual MAP growth targets by EOY. This will reflect improved academic achievement, narrow performance gaps across student groups, and align with the district's North Star Goal for student growth. Staff Responsible for Monitoring: Administrators Dean of Instruction Instructional Coaches Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will identify and pursue an annual professional growth goal focused on enhancing instructional practices to better serve FMMS's diverse student population. Goals may include professional development in differentiated instruction or social-emotional learning.</p> <p>Strategy's Expected Result/Impact: By aligning professional growth goals with student needs, FMMS will strengthen teacher capacity to deliver effective, inclusive instruction. This will result in 100% of teachers setting and working toward an individualized growth goal, with at least 80% demonstrating measurable improvement in instructional practices (as evidenced through T-TESS observations, PLC collaboration, and student outcomes).</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Dean of Instruction Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<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 8: Forest Meadow Middle School will increase student achievement so that at least 51% of students meet or exceed expectations on the 7th Grade Reading STAAR, 36% on the 7th Grade Math STAAR, and 63% on the Algebra I STAAR/EOC.

High Priority

Evaluation Data Sources: STAAR Reading and Math results

Algebra I EOC results

MAP Growth diagnostics (BOY, MOY, EOY)


Common Interim Assessments (CIA) and District of Learning (DOL) data



Eduphoria/DMAC data reports






PLC data analysis notes and WDM protocol documentation

Classroom walkthrough and observation data focused on alignment to TEKS and rigor

Student work samples and formative assessment results

Strategy 1 Details	Reviews			
Strategy 1: Closely monitor the data of student in 7th grade Pre-Algebra, Algebra I and 7th grade Reading to ensure student growth and success. Strategy's Expected Result/Impact: FMMS will provide timely interventions and targeted supports to address gaps and accelerate learning. As a result, at least 80% of students in these courses will demonstrate measurable growth on MAP and CIA assessments, contributing to a 3-5% increase in STAAR and Algebra I EOC performance. This focused monitoring will also ensure students are better prepared for advanced coursework and long-term academic success. Staff Responsible for Monitoring: Pre-Algebra, Algebra and Reading Teachers Instructional Coaches Dean of Instruction Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			


Strategy 2 Details	Reviews			
<p>Strategy 2: Implement with fidelity the Data Driven Instruction protocol and weekly data meetings (specifically as it relates to our priority areas: 7th grade Math and Reading, and Algebra 1</p> <p>Strategy's Expected Result/Impact: Through consistent use of the DDI protocol and weekly collaborative analysis, teachers will adjust instruction to address misconceptions and target priority standards. FMMS expects to see a 3-5% increase in student performance in the identified areas on STAAR and EOC assessments, as well as improved interim assessment results (MAP, CIA, DOLs). This will strengthen instructional alignment, close learning gaps, and ensure more students meet or exceed grade-level expectations.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement the PLC protocol with fidelity through weekly instructional focus planning meetings, specifically targeting priority areas: 3rd Grade Math and Reading, 7th Grade Math and Reading, Algebra I, and English I.</p> <p>Strategy's Expected Result/Impact: By engaging in weekly PLCs with a structured protocol, teachers will collaboratively plan instruction, align lessons to priority standards, and integrate reteach and enrichment strategies based on student data. FMMS expects a 3-5% increase in student performance on STAAR and EOC assessments in the identified areas, along with measurable improvement on MAP, CIA, and DOL results. This process will ensure instructional consistency, strengthen teacher capacity, and improve student growth outcomes.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Dean of Instruction Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			






Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a targeted intervention plan to address missed state success criteria in the Hispanic subpopulation in Mathematics, focusing on reteach, small-group instruction, and progress monitoring to close identified gaps.</p> <p>Strategy's Expected Result/Impact: Meet state success criteria in identified area. FMMS expects at least a 5% increase in the percentage of Hispanic students meeting state success criteria in Math on STAAR</p> <p>Staff Responsible for Monitoring: Area Superintendent Principal Instructional Leadership Team Student Success Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<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 9: Conduct quarterly IEP progress monitoring reports for all students receiving Special Education services to ensure goals are being addressed and progress is communicated to families.

- Evaluation Data Sources:** Quarterly IEP progress monitoring reports
- ARD/IEP documentation
- Special Education student progress reports in Frontline/SEMS (or your district's system)
- MAP Growth and CIA results for students receiving services
- Branching Minds progress monitoring data (if interventions are logged there)
- Teacher progress notes and service logs
- Parent communication logs (to document delivery of progress reports)

Strategy 1 Details	Reviews			
Strategy 1: Break down annual IEP goals into quarterly benchmarks to provide more frequent and manageable progress monitoring for students receiving Special Education services. Strategy's Expected Result/Impact: Quarterly benchmarks will allow teachers and service providers to adjust instruction and interventions in real time, resulting in at least 80% of students with IEPs demonstrating measurable progress toward their goals each quarter. This process will improve student achievement, ensure compliance with IDEA requirements, and provide families with clearer, more actionable updates on progress. Staff Responsible for Monitoring: General Education Teachers Special Education Teachers Instructional Coaches Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 2 Details	Reviews			
<p>Strategy 2: Schedule and conduct quarterly cross-team IEP data reviews with general education teachers, special education staff, and service providers to analyze progress, adjust accommodations/interventions, and document next steps.</p> <p>Strategy's Expected Result/Impact: Quarterly IEP reviews will ensure timely instructional adjustments and increased coherence across services, resulting in 100% of students with IEPs having updated progress notes each quarter, 90% of identified action steps implemented within two weeks of the meeting, and at least 80% of students demonstrating measurable progress toward their IEP goals by EOY.</p> <p>Staff Responsible for Monitoring: Special Education Teachers General Education Teachers Service Providers Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Moderate Progress</p>			
<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 10: 10% of band students, 10% of choir students, and 5% of orchestra students district-wide will earn a spot in the All Region Band, All Region Choir, and All Region Orchestra, respectively. Additionally, 100% of Varsity ensembles will achieve first division ratings on stage and in sight-reading at the UIL state assessment, and 100% of Non-Varsity (NV) and Sub-Non-Varsity (Sub-NV) ensembles will achieve first or second division ratings on stage and in sight-reading at the UIL state assessment.

Evaluation Data Sources: All Region Audition Results
UIL State Assessment Scores

Strategy 1 Details	Reviews			
Strategy 1: Implement targeted rehearsal sessions and individualized coaching for students preparing for All Region auditions, with a focus on technique, musicianship, and repertoire mastery. Strategy's Expected Result/Impact: Successful All Region Results Staff Responsible for Monitoring: Fine Arts Staff ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Offer specialized clinics or masterclasses with external adjudicators or music professionals to provide feedback and enhance performance levels for both Varsity and Non-Varsity ensembles. Strategy's Expected Result/Impact: Successful All Region Results Staff Responsible for Monitoring: Fine Arts Teachers	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 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 11: Implement state required bullying prevention requirements consistent with Board policies and procedures. See Appendix A.

- Evaluation Data Sources:** Discipline referral data (bullying/harassment categories in Eduphoria or district system)
- Incident reports and investigation documentation
- Parent and student communication logs related to bullying incidents
- Counselor/administrator training logs (bullying prevention PD completion)
- Student climate survey results (items related to safety and bullying)
- Staff survey results on confidence in recognizing/responding to bullying
- Documentation of Advisory lessons and prevention curriculum delivery
- Sign-in sheets and agendas for bullying prevention trainings/assemblies

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Deliver state-required bullying prevention lessons during Advisory each semester, provide annual staff training on recognizing and responding to bullying behaviors, and communicate clear reporting procedures to students and parents. Campus administrators will monitor implementation through lesson plans, classroom walkthroughs, and review of discipline data to ensure fidelity.</p> <p>Strategy's Expected Result/Impact: Consistent delivery of prevention lessons and staff training will increase student awareness of safe reporting methods and staff confidence in addressing bullying. FMMS expects a 5% reduction in bullying-related discipline referrals, alongside improved student perceptions of safety on climate surveys.</p> <p>Staff Responsible for Monitoring: Administrators Counseors Dean of Students</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	<div><div></div></div> <div>Moderate Progress</div>			

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 12: Identify and progress monitor secondary students who are in need of support using defined parameters for attendance, behavior, reading and math intensive courses, and course failures using Branching Minds.

- Evaluation Data Sources:** Branching Minds reports showing all identified students entered with interventions logged.
Progress monitoring documentation updated at least quarterly.
RTI meeting agendas and notes reflecting data-driven intervention adjustments.
Increased percentage of identified students showing improvement in attendance, behavior, and academic performance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Branching Minds to identify secondary students in need of support based on defined parameters-- attendance, behavior, reading and math intensive courses, and course failures. The MTSS team will progress monitor these students bi-weekly, document interventions, and adjust support plans as needed.</p> <p>Strategy's Expected Result/Impact: Systematic monitoring through Branching Minds will ensure that interventions are timely and targeted. FMMS expects at least a 10% reduction in course failures and repeat intensive course placements, improved attendance among identified students, and a 5% decrease in behavior referrals. Students receiving MTSS support will demonstrate measurable growth on MAP Reading and Mathematics assessments, directly contributing to the campus goal of increasing the percentage of students meeting or exceeding individual growth measures.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Instructional Leadership Team MTSS Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Moderate 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 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 13: Forest Meadow Middle School will identify students in need of accelerated learning and intensive intervention using multiple data sources (MAP Growth, STAAR, CIA, DOLs, and classroom performance), provide supports through district-approved High Quality Instructional Materials (HQIM), and monitor student progress in Branching Minds to ensure fidelity of implementation and effectiveness of interventions.

Evaluation Data Sources: Branching Minds reports documenting identified students and corresponding interventions.
Lesson plans and instructional schedules showing consistent use of HQIM.
PLC/ILT agendas reflecting review of student progress and intervention adjustments.
Increased percentage of identified students meeting or exceeding growth targets on local and state assessments.

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 14: Forest Meadow Middle School will closely monitor the data of students enrolled in 7th grade Pre-Algebra and high school Algebra I to ensure student growth and success, with progress measured through local and state assessments, course grades, and teacher observation data.

Evaluation Data Sources: PLC/ILT agendas and data analysis protocols showing review of Pre-Algebra and Algebra I student performance.
Intervention rosters and tutoring logs for students requiring support.
Branching Minds progress monitoring documentation for students not on track.
Increased percentage of students meeting or exceeding growth measures in Pre-Algebra and passing Algebra I STAAR EOC at advanced rates.

Strategy 1 Details	Reviews			
Strategy 1: Establish a targeted data monitoring system for 7th Grade Pre-Algebra and Algebra I students that includes bi-weekly grade checks, CIA/DOL review, and MAP/STAAR progress tracking. Teachers will collaborate in PLCs to analyze student performance, identify misconceptions, and implement reteach and enrichment strategies. Administrators and instructional coaches will conduct regular walkthroughs to ensure alignment to TEKS and provide feedback on instructional practices. Strategy's Expected Result/Impact: Through consistent monitoring and responsive instructional adjustments, FMMS expects at least 80% of students in Pre-Algebra and Algebra I to demonstrate measurable growth on MAP and CIA assessments, with a 3-5% increase in STAAR and Algebra I EOC performance compared to the prior year. This will strengthen student readiness for advanced coursework and long-term academic success. Staff Responsible for Monitoring: Administrators Instructional Coaches Reading and Math Teachers	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

Performance Objective 15: Forest Meadow Middle School will implement with fidelity the Data Driven Instruction (DDI) protocol through weekly data meetings in all tested subject areas, with focused priority on 7th Grade Math, 7th Grade Reading, Algebra I, and English I, to improve student mastery of TEKS and increase performance on local and state assessments.

- Evaluation Data Sources:** Weekly data meeting agendas, sign-ins, and minutes documenting analysis and reteach planning.
Classroom observation notes reflecting alignment between data analysis and instruction.
Student work samples and DOL results showing evidence of reteach effectiveness.
Growth in priority tested areas (7th Math, 7th Reading, Algebra I, and English I) as measured by MAP Growth, CIAs, and STAAR/EOC outcomes.

Strategy 1 Details	Reviews			
Strategy 1: Implement the Data Driven Instruction (DDI) protocol with fidelity through weekly PLC data meetings in all tested subject areas, with a focused priority on 7th Grade Math, 7th Grade Reading, Algebra I, and English I. Teachers will use CIA, DOL, MAP, and STAAR data to identify misconceptions, reteach priority standards, and plan targeted interventions and enrichment. Administrators and instructional coaches will monitor implementation through PLC artifacts and classroom walkthroughs. Strategy's Expected Result/Impact: By embedding the DDI protocol into weekly planning, FMMS will improve alignment to TEKS, increase instructional effectiveness, and close learning gaps. Students in the identified priority areas are expected to achieve a 3-5% increase in performance on local (CIA/DOL/MAP) and state (STAAR/EOC) assessments, with at least 80% of students showing measurable progress on priority standards throughout the year. Staff Responsible for Monitoring: Administrators Teachers Instructional Coaches Dean of Instruction TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

Performance Objective 16: Forest Meadow Middle School will implement with fidelity the PLC protocol through weekly instructional focus planning meetings, with targeted attention to 7th Grade Math and Reading, and Algebra I to ensure instructional alignment, rigor, and improved student outcomes.

Evaluation Data Sources: PLC agendas, minutes, and products (unit plans, exemplar student work, common assessments).

Instructional focus meeting notes showing alignment to priority areas.

Classroom observation feedback demonstrating transfer of PLC planning into instruction.

Increased percentage of students in 3rd Math/Reading, 7th Math/Reading, Algebra I, and English I meeting or exceeding growth targets on local and state assessments.

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 17: Design, implement, and monitor targeted Math Lab intervention classes for 7th-grade Pre-Algebra students performing below grade level to accelerate learning and support campus growth goals. The Math Lab will provide small-group, data-driven instruction aligned to MAP Growth, CIA, and classroom assessment data. Success will be measured by a 10% increase in the percentage of participating students meeting or exceeding projected growth on MAP Math and improved proficiency rates on the 7th Grade Math STAAR.

Evaluation Data Sources: MAP Growth Math (BOY, MOY, EOY) -- to measure individual and cohort growth toward the 10% increase target.

STAAR 7th Grade Math -- to evaluate proficiency and growth trends aligned to campus and district accountability goals.



CIA/Common Assessment Data -- to monitor formative mastery of TEKS and evaluate progress by standard.

Classroom DOLs (Demonstrations of Learning) -- to provide ongoing checks for understanding and evidence of learning transfer.

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

Performance Objective 1: Targeted strategies to reduce campus turnover by 5%.

Evaluation Data Sources: Climate Survey, Hiring data

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct exit surveys with departing staff and stay interviews with current staff to identify reasons for leaving and key factors that contribute to retention. Use collected data to inform campus and district decisions around culture, workload, and professional support.</p> <p>Strategy's Expected Result/Impact: By systematically gathering staff feedback, FMMS will gain actionable insights to strengthen retention efforts. The campus expects at least 80% participation in stay interviews and 100% of departing staff completing exit surveys, resulting in improved staff satisfaction (as measured by annual climate surveys) and a 3-5% increase in teacher retention year over year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement mentorship programs by pairing new or struggling staff members with experienced mentors who provide guidance, instructional support, and professional growth opportunities. Mentors and mentees will meet regularly, with progress monitored by campus leadership.</p> <p>Strategy's Expected Result/Impact: Structured mentorship will accelerate the professional growth of new and struggling teachers, resulting in 100% of new staff being paired with a mentor, and at least 80% of mentees demonstrating improvement in instructional practices (as evidenced by T-TESS observations, walkthroughs, and student achievement data). This will strengthen teacher capacity, increase retention, and foster a collaborative professional culture at FMMS.</p> <p>Staff Responsible for Monitoring: Campus Administrators New Teacher Mentor Lead New Teacher Mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Considerable</p>			



No Progress



Accomplished



Continue/Modify






Discontinue

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

Performance Objective 2: TIA T-TESS calibration and interrater reliability among evaluators.

Evaluation Data Sources: Interrater Reliability Scores, Evaluator Feedback

Strategy 1 Details	Reviews			
Strategy 1: Continuous Learning: Regular calibration sessions to evaluators stay updated on any changes in the evaluation framework and continually refine their skills. Strategy's Expected Result/Impact: Consistency amongst evaluators, Higher Interrater Reliability Scores Staff Responsible for Monitoring: Administrators Instructional Coaches TIA Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Professional Growth: Evaluators participate in professional development tailored to improving their observation and feedback skills, further enhancing interrater reliability. Strategy's Expected Result/Impact: Consistency amongst evaluators, Higher Interrater Reliability Scores Staff Responsible for Monitoring: Administrators, Instructional Coaches, TIA Teachers TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Documentation of Calibration Outcomes: Maintain records of calibration session outcomes, including consensus scores, areas of discrepancy, and action steps for continued improvement. Strategy's Expected Result/Impact: Consistency amongst evaluators, Higher Interrater Reliability Scores Staff Responsible for Monitoring: Administrators, Instructional Coaches, TIA Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 3: Strategies to address low areas on climate survey.




Evaluation Data Sources: Climate Survey, Increase in Teacher Retention

Strategy 1 Details	Reviews			
Strategy 1: Identify Root Causes: Use focus groups, interviews, or open-ended survey questions to dig deeper into the reasons behind low scores in specific areas. Strategy's Expected Result/Impact: Positive Climate Survey Responses, Teacher Retention Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: PD on Identified Issues: Offer professional development workshops that directly address low-scoring areas, such as classroom management, conflict resolution, or effective communication strategies. Strategy's Expected Result/Impact: Positive Climate Survey Responses, Teacher Retention Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals	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 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 1: Implement the district learning framework that provides all RISD students experiences to develop competencies aligned with the graduate profile.

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

Strategy 1 Details	Reviews			
Strategy 1: Regular PLCs to align instructional framework Strategy's Expected Result/Impact: Students will develop competencies to prepare for success in high school. Teachers follow the district pacing calendar to align instruction and assessment. Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Embed enrichment and extension activities for G/T students that aligns with district curriculum. Collaborate with district specialists to effectively challenge and engage G/T students in the classroom. Utilize depth and complexity in Tier 1 classroom instruction. Implement small group instruction for G/T student enrichment and extension. Strategy's Expected Result/Impact: G/T students will receive differentiated instruction that extends their learning without simply adding more work. Staff Responsible for Monitoring: Instructional Coaches, Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Utilize ALEKS programs along with district provided resources to implement high quality instructional materials in Pre-Algebra and Algebra I. Strategy's Expected Result/Impact: Students receive individualized instruction plans through ALEKS to elevate their learning and close achievement gaps. Staff Responsible for Monitoring: Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			



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 2: Lead professional learning 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			
Strategy 1: Focused professional development on understanding and using learner experiences in daily instruction. Creation of on campus professional development led by staff leaders Strategy's Expected Result/Impact: Staff will receive intentional professional learning that is tailored to their needs. Students will develop skills to feel confident approaching new learning opportunities. Teachers will receive the support, training, and materials necessary to implement the Learner Growth Experience in the classroom. Staff Responsible for Monitoring: Administration, Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Utilize district wide professional development days and early release days to support and train teachers on the Learner Growth Experience. Strategy's Expected Result/Impact: Teachers will receive the support, training, and materials necessary to implement the Learner Growth Experience in the classroom. Staff Responsible for Monitoring: Administration, Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			







Strategy 3 Details		Reviews			
Strategy 3: Plan for at least three days of iTeam support facilitating learning with technology in support of the Learning Framework and in identified areas of the 23-24 Brightbytes Survey. Strategy's Expected Result/Impact: Teachers will feel confident teaching with technology and students will feel confident learning with technology. Staff Responsible for Monitoring: iTeam, CIT TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
Strategy 4 Details		Reviews			
Strategy 4: All teachers of advanced courses will complete the required 30 hours of GT Foundations or the required GT Update. 6 hours update trainings are approved by the campus secondary instructional coach. Strategy's Expected Result/Impact: Teachers will be trained and qualified for GT and advanced courses Staff Responsible for Monitoring: Teachers Instructional Coaches Administrators Advanced Academics TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate 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 3: Ensure all students graduate college and career ready as measured by CCMR A-F and Outcome based bonus indicators.

HB3 Goal



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

Strategy 1 Details	Reviews			
Strategy 1: Provide students varying opportunities to earn college credit hours through Advanced Placement (AP) Strategy's Expected Result/Impact: Students earning college credit Staff Responsible for Monitoring: Testing Coordinator AP Teacher Advanced Learning Department TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities to increase retention of CTE students, and work to realign the industry based certification calendar to match TEA's phase in of completer status. Strategy's Expected Result/Impact: By increasing retention opportunities for CTE students and realigning the industry-based certification calendar to TEA's phased-in completer status, FMMS will improve student persistence in CTE pathways and ensure timely completion of certifications. As a result, the campus expects a 5% increase in CTE course retention rates and a 3-5% increase in the number of students earning industry-based certifications annually, positioning more students for postsecondary success and workforce readiness. Staff Responsible for Monitoring: Campus Technology Education Teachers Administrators TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	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 4: Implement district curriculum documents and resources with fidelity to ensure a guaranteed and viable curriculum.

Evaluation Data Sources: Teachers, IC's.

Strategy 1 Details	Reviews			
Strategy 1: Embed Lead4Ward and Ellevation strategies into regular classroom instruction. Strategy's Expected Result/Impact: Increased student achievement and engagement. Staff Responsible for Monitoring: Teachers and IC's. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Embed learner framework pieces into regular classroom instruction to provide content based opportunities for student engagement and growth, and highlight and produce exemplars to share with central office to create an exemplar bank. Strategy's Expected Result/Impact: Increased Student Engagement, Growth Goals, Teacher Exemplars Staff Responsible for Monitoring: Admin Teachers Instructional Coaches TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Implement Schoology LMS platform as a tool for facilitating components of the Learning Framework. Strategy's Expected Result/Impact: Successful Schoology Platform Staff Responsible for Monitoring: CIT, iTeam TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

Performance Objective 5: Embed Lead4ward and ELLevation strategies into regular classroom instruction.

Evaluation Data Sources: Lesson plans and PLC artifacts showing intentional integration of Lead4ward and ELLevation strategies.

Walkthrough and observation data documenting frequency and effectiveness of strategy use.

Student work samples demonstrating increased engagement and academic language development.

Improved performance of all students, including Emergent Bilinguals, on local and state assessments (MAP Growth, TELPAS, STAAR).

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

Performance Objective 6: Forest Meadow Middle School will embed Learner Framework components into regular classroom instruction to provide content-based opportunities for student engagement and growth. The campus will also highlight and produce exemplar lessons and artifacts that demonstrate high levels of alignment to the Learner Framework, to be shared with central office for the development of a district-wide "Exemplar Bank."

Evaluation Data Sources: Lesson plans and PLC artifacts documenting Learner Framework integration.
Walkthrough and observation data showing increasing evidence of Learner Framework strategies.
Exemplar lessons, student work samples, or instructional videos submitted quarterly to central office for the Exemplar Bank.
Increased student engagement and growth as reflected in DOLs, MAP Growth, and STAAR outcomes.

Strategy 1 Details	Reviews			
Strategy 1: Embed Learner Framework components into daily classroom instruction by requiring teachers to plan and implement lessons that reflect the framework's practices. Collect and showcase exemplar lessons and artifacts demonstrating high alignment, and submit them to central office for inclusion in the district-wide "Exemplar Bank." Provide professional learning and PLC support to ensure teachers can consistently integrate framework elements. Strategy's Expected Result/Impact: Consistent use of the Learner Framework will increase rigor, relevance, and student engagement across content areas. FMMS expects at least 80% of classrooms observed each quarter to show evidence of Learner Framework practices, with exemplar lessons highlighting high-quality instruction shared at the district level. This will lead to measurable gains in student engagement (Panorama surveys, walkthrough data) and contribute to a 3-5% increase in students meeting or exceeding growth targets on MAP and STAAR assessments. Staff Responsible for Monitoring: Teachers Administrators Instructional Coaches Dean of Instruction TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

Performance Objective 7: Utilize district-wide professional development days to provide targeted training for teachers on the Learner Growth Experience (LGE), ensuring consistent understanding and implementation of LGE practices in classroom instruction.

- Evaluation Data Sources:** District professional development agendas, sign-ins, and training materials.
PLC artifacts and lesson plans showing LGE integration.
Walkthrough/observation data documenting use of LGE strategies in classrooms.
Increased student engagement and growth outcomes connected to LGE practices.

Strategy 1 Details		Reviews			
Strategy 1: Utilize district-wide professional development days to provide targeted training for teachers on the Learner Growth Experience (LGE), ensuring consistent understanding and implementation of LGE practices in classroom instruction. Follow-up support will be provided through PLCs, instructional coaching, and classroom walkthroughs. Strategy's Expected Result/Impact: Providing focused training on LGE will build teacher capacity and instructional consistency. FMMS expects at least 90% of teachers to demonstrate evidence of LGE practices in lesson plans and classroom walkthroughs by spring semester, contributing to increased student engagement and a 3-5% improvement in MAP and STAAR performance across core content areas. Staff Responsible for Monitoring: Administrators Instructional Coaches Dean of Instruction TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		<div><div></div></div> Moderate 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 8: Forest Meadow Middle School will provide focused professional development (PD) to ensure all teachers understand the components of the Learner Experience and effectively integrate them into daily instruction to promote engagement, ownership of learning, and student growth.

- Evaluation Data Sources:** FMMS PL ToolBox
PD agendas, sign-in sheets, and training materials specific to the Learner Experience.
PLC artifacts and lesson plans demonstrating intentional use of Learner Experience components.
Walkthrough and observation data showing increasing frequency of Learner Experience strategies in classrooms.
Student feedback and engagement data reflecting positive impact of Learner Experience practices.

Strategy 1 Details	Reviews			
Strategy 1: Provide focused professional development for all teachers on the components of the Learner Experience, with ongoing coaching and PLC support to ensure effective integration into daily instruction. Teachers will engage in collaborative planning and reflection to embed Learner Experience practices that promote engagement, ownership of learning, and student growth. Strategy's Expected Result/Impact: Through targeted PD and sustained support, at least 90% of teachers will demonstrate evidence of Learner Experience components in lesson plans and classroom walkthroughs by spring. This will result in increased student engagement scores on Panorama surveys and a 3-5% increase in students meeting or exceeding growth targets on MAP and STAAR assessments, reflecting stronger ownership of learning and improved academic outcomes. Staff Responsible for Monitoring: Administrators Instructional Leadership Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	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 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 9: Forest Meadow Middle School will identify and embed instructional opportunities within teacher-created classroom experiences that align to the defined priority goal strands for staff and students, ensuring focused instruction that accelerates learning in areas of highest need.

- Evaluation Data Sources:** PLC artifacts and lesson plans documenting alignment to priority goal strands.
Walkthrough/observation data showing instructional opportunities for students to engage with priority strands.
Student work samples demonstrating mastery of goal strand objectives.
Growth in student performance on MAP Growth, CIAs, and STAAR/EOC in priority strand areas.

Strategy 1 Details		Reviews			
Strategy 1: Identify and embed instructional opportunities within teacher-created classroom experiences that align to the campus's defined priority goal strands for staff and students. Teachers will integrate these strands into lesson design, while administrators and instructional coaches provide feedback through walkthroughs and PLCs to ensure focused instruction that accelerates learning in areas of highest need. Strategy's Expected Result/Impact: Embedding priority goal strands into daily instruction will create alignment between teaching practices and student learning needs. FMMS expects at least 85% of classroom walkthroughs to show evidence of strand integration, leading to more targeted instruction and a 3-5% increase in student performance on MAP Growth, CIA, and STAAR assessments in identified priority areas. This alignment will accelerate learning and narrow achievement gaps. Staff Responsible for Monitoring: Teachers Instructional Coaches Dean of Instruction Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		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 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 10: Provide opportunities to increase retention of CTE students, and work to realign the industry based certification calendar to match TEA's phase in of completer status.

- Evaluation Data Sources:** CTE enrollment and retention data showing year-over-year growth.
Student surveys and feedback on CTE engagement opportunities.
Updated IBC testing calendar aligned with TEA's phase-in requirements.
Increased percentage of CTE students earning industry-based certifications and achieving completer status.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities to increase retention of CTE students by strengthening course sequencing, offering mentoring and support structures, and aligning the industry-based certification calendar with TEA's phased-in completer status requirements. Ensure students have access to resources, practice opportunities, and guidance to successfully complete certifications on time.</p> <p>Strategy's Expected Result/Impact: Through intentional retention efforts and certification alignment, FMMS expects to see a 5% increase in CTE course retention rates and a 3-5% increase in students earning industry-based certifications each year. These outcomes will improve student persistence in CTE pathways, ensure compliance with TEA completer status requirements, and better prepare students for postsecondary and workforce success.</p> <p>Staff Responsible for Monitoring: CTE Teachers Instructional Coaches</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	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 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 11: Forest Meadow Middle School will ensure that 100% of Secondary Advanced, AP, and OnRamps teachers complete the required 30 hours of Gifted/Talented (G/T) foundational training or the 6-hour annual update, with campus Secondary Instructional Coach approval for update trainings, in compliance with state and district requirements.

Evaluation Data Sources: Campus training log showing completion of foundational or 6-hour update training for 100% of Advanced, AP, and OnRamps teachers.
Certificates of completion verified and approved by the Secondary Instructional Coach.
Observation and walkthrough data documenting implementation of G/T strategies in classroom instruction.
Compliance reports submitted to district Advanced Academics confirming completion of requirements.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that 100% of Secondary Advanced, AP, and OnRamps teachers complete the required 30 hours of Gifted/Talented (G/T) foundational training or the 6-hour annual update, with campus Secondary Instructional Coach approval for update trainings, in full compliance with state and district requirements. Training opportunities will be monitored, and completion records will be reviewed each semester to track progress. Strategy's Expected Result/Impact: By ensuring all Advanced, AP, and OnRamps teachers complete G/T training requirements, FMMS will strengthen teacher capacity to differentiate instruction and meet the needs of advanced learners. This will result in 100% compliance with state/district G/T training requirements, more consistent use of G/T strategies in classrooms, and improved outcomes for advanced students, reflected in increased student engagement and a 3-5% increase in mastery on MAP, STAAR, and AP assessments. Staff Responsible for Monitoring: Advanced and Advanced Placement Teachers Instructional Coaches Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	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 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 12: Implement Schoology LMS platform as a tool for facilitating components of the Learning Framework. (All trainings provided by the iTeam.)

- Evaluation Data Sources:** Training attendance logs and completion certificates from iTeam sessions.
Lesson plans and PLC artifacts showing intentional use of Schoology features.
Student Schoology portfolios containing at least one artifact per quarter.
Walkthrough/observation data documenting integration of Schoology into daily instruction.
Increased teacher and student engagement with Schoology as reflected in usage reports.

Strategy 1 Details		Reviews			
Strategy 1: Implement the Schoology LMS platform as a tool for facilitating components of the Learning Framework, with all staff receiving targeted training and ongoing support from the iTeam. Teachers will use Schoology to design and deliver lessons, track student progress, and embed Learner Framework practices into daily instruction. Strategy's Expected Result/Impact: Consistent use of Schoology will strengthen instructional alignment to the Learner Framework and increase student engagement through digital learning opportunities. FMMS expects at least 90% of teachers to demonstrate effective use of Schoology tools in lesson design and delivery, resulting in improved student ownership of learning and a 3-5% increase in performance on MAP, CIA, and STAAR assessments. Staff Responsible for Monitoring: Instructional Technology Team Administrators Teachers Instructional Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		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 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 13: Forest Meadow Middle School will plan for and utilize iTeam on-campus support to provide targeted professional learning in areas of growth identified through the 2024-2025 BrightBytes Survey, in order to strengthen teacher capacity and student engagement with instructional technology.



Evaluation Data Sources: BrightBytes data analysis summary and identified growth areas.
iTeam professional development agendas, sign-ins, and coaching logs.
PLC artifacts and lesson plans demonstrating integration of new technology practices.
Walkthrough/observation data showing increased teacher use of instructional technology aligned to BrightBytes areas of need.
Growth in 2025-2026 BrightBytes survey results compared to the 2024-2025 baseline.






Strategy 1 Details	Reviews			
Strategy 1: Plan for and utilize iTeam on-campus support to provide targeted professional learning in areas of growth identified through the 2024-2025 BrightBytes Survey. Training and coaching will focus on strengthening teacher capacity in instructional technology integration to enhance student engagement and learning outcomes. Strategy's Expected Result/Impact: Through targeted iTeam professional learning, FMMS expects at least 90% of teachers to demonstrate growth in technology integration practices (as measured by BrightBytes follow-up surveys, lesson plans, and walkthroughs). This will lead to improved student engagement with instructional technology and a 3-5% increase in student performance on MAP, CIA, and STAAR assessments. Staff Responsible for Monitoring: Instructional Technology Team Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	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 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1: Communication strategies for supporting increased engagement with the school community and parents by connecting with Homeowners associations, community organizations. (Community outreach and Communications)

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







Strategy 1 Details	Reviews			
Strategy 1: Updated teacher websites for teacher, student and family communication Strategy's Expected Result/Impact: An increase of communication between home and school Staff Responsible for Monitoring: Teachers Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Focus notifications, Smore Newsletter, PTA Meetings, School Marquee, School Website. Strategy's Expected Result/Impact: Community outreach and Communications: build strategic collaborative relationships that support the goals of the school community and promotes student academic, social and emotional growth. Staff Responsible for Monitoring: Susan Burt LITE Digital Coach Anna Coutant Antonio Miller Candice Jones ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 3 Details		Reviews			
Strategy 3: Curriculum Fair, Charger Roundup, and End of Year Student Celebrations will be planned and communicated in advance to the community Strategy's Expected Result/Impact: Build strategic collaborative relationships that support the goals of the school community and promotes student academic, social and emotional growth. Staff Responsible for Monitoring: Administrators Instructional Coaches Teachers ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate 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 2: By the end of the academic year, the school will increase family participation in school activities by 20% by implementing targeted strategies to engage parents as partners in the learning process, enhancing communication, and providing meaningful opportunities for family involvement.

Evaluation Data Sources: Increase in Parent Involvement

Strategy 1 Details	Reviews			
Strategy 1: Host a variety of family engagement events throughout the school year, including curriculum nights, workshops on supporting student learning at home, and social events that celebrate cultural diversity and build community. Strategy's Expected Result/Impact: Increased Parent Involvement Staff Responsible for Monitoring: All staff TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Establish regular opportunities for parents to provide feedback, ask questions, and engage in decision-making processes through surveys, family advisory committees, and open forums. Strategy's Expected Result/Impact: Increase in Parent Involvement TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate 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 3: Forest Meadow Middle School will implement strategic communication practices to increase engagement with campus staff and strengthen connections with the central office and greater RISD community. The campus will leverage the RISD Insider platform and other district communication tools to highlight campus successes, promote student and staff achievements, and enhance overall campus branding efforts.








- Evaluation Data Sources:** Calendar of communication submissions to RISD Insider and district platforms.
Published features in RISD Insider highlighting FMMS students, staff, and events.
Increased staff and family engagement as measured through feedback surveys and participation in campus events.
Growth in positive recognition of FMMS within the RISD community and central office communications.

Strategy 1 Details	Reviews			
Strategy 1: Implement strategic communication practices to increase engagement with campus staff and strengthen connections with the central office and greater RISD community. Leverage the RISD Insider platform and other district communication tools to highlight campus successes, showcase student and staff achievements, and promote a consistent and positive FMMS brand. Strategy's Expected Result/Impact: By consistently sharing stories of success and promoting campus branding, FMMS will improve visibility, staff morale, and community pride. The campus expects at least a 15% increase in positive engagement metrics (e.g., Insider readership, social media interactions, newsletter clicks) and improved ratings on staff and parent climate surveys related to communication and connectedness. Strengthened communication will foster deeper relationships with the RISD community and ensure broader recognition of student and staff accomplishments. Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	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 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: 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 and lower overall energy consumption.

Evaluation Data Sources: Energy Consumption Report

Strategy 1 Details	Reviews			
Strategy 1: Ensure operations are conducted in a financially efficient and effective manner. Strategy's Expected Result/Impact: Increase impact on energy conservation and sustainability of scarce resources. Staff Responsible for Monitoring: Susan Burt ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide a safe, comfortable, and well-maintained environment at all campuses. Strategy's Expected Result/Impact: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses Staff Responsible for Monitoring: School maintenance	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations. Strategy's Expected Result/Impact: Expect a 95% or better positive response on the district climate survey. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey. Staff Responsible for Monitoring: iTeam Digital Coach Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				