Richardson Independent School District

Lake Highlands Elementary

2025-2026 Campus Improvement Plan

Mission Statement

At Lake Highlands Elementary, we empower all students to become effective communicators, inspired leaders, and resourceful thinkers who are given the tools to grow academically and emotionally as lifelong learners.

Vision

Every CHILD. Every TEACHER. Every LEADER. Every DAY.

Value Statement

Positive Attitude - Act Respectfully - Wise Choices - Stay Focused

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics of our school population are:

- 30% Hispanic
- 61% White
- 4% African American
- 1.% Asian
- 3% Multiple
- 54% Male
- 46% Female
- 27% Economically disadvantaged
- 21% Emergent Bilingual students

Staff Demographics
he demographics of our staff are: (source 2023 TAPR)
- 74 Total staff
- 65 Professional Staff
- 9 Educational Paraprofessionals
- 43 White
- 10 Hispanic
- 2 African American
- 1 Asian
- 51 female
- 3 Male
- 16 0-5 Years experience
- 16 6-10 Years experience
- 22 11-20+ Years of experience

Demographics Strengths

Demographic strengths:

75% of teachers have 6 or more years of teaching.

43% of teachers have 11 or more years of teaching experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): EB students not making at least one year's growth as measured by TELPAS.
Root Cause: Inconsistency in programming.

Problem Statement 2 (Prioritized): PBIS concerns regarding implementation and consistency across campus.
Root Cause: Finding what works across grade levels and different needs makes it hard to be consistent.

Problem Statement 3: Shallow pool of applicants at the paraprofessional level.
Root Cause: Salary levels of paraprofessionals.

Problem Statement 4 (Prioritized): 3rd Grade Reading passing rates are not at 100%.
Root Cause: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.

Problem Statement 5 (Prioritized): Bilingual families are still sometimes left out of the loop.
Root Cause: Communication is difficult and work schedules of some families.

Student Learning

Student Learning Summary

	Mathematics					
	Spring 2024			Spring 2023		
	Appr	Meets	Masters	Appr	Meets	Masters
State	68%	40%	15%	72%	43%	18%
Region 10	69%	42%	17%	73%	46%	21%
RISD	66%	42%	20%	71%	47%	23%
LHE 3	86%	63%	24%	85%	62%	36%
LHE 4	74%	61%	43%	82%	60%	38%
LHE 5	87%	71%	43%	94%	70%	39%
LHE 6	83%	60%	25%	88%	59%	34%

	Reading Language Arts					
	Spring 2024			Spring 2023		
	Appr	Meets	Masters	Appr	Meets	Masters
State	72%	46%	20%	75%	48%	19%
Region 10	72%	46%	21%	75%	50%	21%
RISD	70%	49%	25%	74%	52%	23%
LHE 3	83%	66%	33%	86%	72%	38%
LHE 4	84%	66%	41%	90%	70%	45%
LHE 5	91%	79%	46%	90%	70%	50%
LHE 6	89%	76%	50%	81%	55%	27%

	Science					
	Spring 2024			Spring 2023		
	Appr	Meets	Masters	Appr	Meets	Masters
State	56%	26%	10%	63%	34%	15%
Region 10	55%	26%	11%	64%	35%	16%
RISD	58%	33%	16%	64%	39%	18%
LHE 3						
LHE 4						
LHE 5	81%	49%	17%	85%	60%	27%
LHE 6						

Student Learning Strengths

All grade levels increased % in meets for STAAR math

4th and 5th grade increased % in masters for STAAR math

5th grade increased % in approaches and meets for STAAR reading

6th grade increased % in ALL AREAS for STAAR reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): EB students not making at least one year's growth as measured by TELPAS.
Root Cause: Inconsistency in programming.

Problem Statement 2 (Prioritized): PBIS concerns regarding implementation and consistency across campus.
Root Cause: Finding what works across grade levels and different needs makes it hard to be consistent.

Problem Statement 3 (Prioritized): 3rd Grade Reading passing rates are not at 100%.
Root Cause: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.

School Processes & Programs

School Processes & Programs Summary

Lake Highlands Elementary 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.

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

- Advanced Academics
- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- Multilingual Services
- Pre-K services
- Multi-Tiered Systems of Support
- Social Emotional Learning
- Special Education Services
- Counseling Services

School Processes & Programs Strengths

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

Our schedule offers opportunities for teachers and staff to work collaboratively to meet the needs of students.

Our campus culture supports a positive learning environment where students' academic, social, and emotional needs are met, as well as staff needs being addressed in a positive and supportive environment.

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.

Our campus is committed to working collaboratively to support student growth and achievement and are committed to the PLC process and have embraced the four questions of effective PLCs.

Our campus is committed to learning collaboratively from one another to support staff professional growth and pedagogy and in support of student growth academically and emotionally.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our campus needs to continue to refine our collaborative process across the bilingual areas and special education areas to promote further growth in those student groups.

Problem Statement 2 (Prioritized): EB students not making at least one year's growth as measured by TELPAS.
Root Cause: Inconsistency in programming.

Problem Statement 3 (Prioritized): PBIS concerns regarding implementation and consistency across campus.
Root Cause: Finding what works across grade levels and different needs makes it hard to be consistent.

Problem Statement 4: Shallow pool of applicants at the paraprofessional level.
Root Cause: Salary levels of paraprofessionals.

Problem Statement 5 (Prioritized): 3rd Grade Reading passing rates are not at 100%.
Root Cause: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.

Problem Statement 6 (Prioritized): Bilingual families are still sometimes left out of the loop.
Root Cause: Communication is difficult and work schedules of some families.

Perceptions

Perceptions Summary

Lake Highlands Elementary is committed to providing a supportive, collaborative, and invested culture among students, staff, families, and community. Students and staff describe the LHE environment as supportive, engaging, fun, collaborative, and safe. Students feel the processes of growth goal setting and goal review both help them achieve academically, and both the SEL time and guidance lessons allow them a safe space to learn how to express feelings and navigate friendships and difficult situations. Our school works to communicate with families and stakeholders through a variety of campus communications and events and enjoys a high involvement of parent participation on the campus itself. Parents and our community are invited to meetings, special community events, school/community council meetings, various volunteer opportunities, and school assemblies.

Perceptions Strengths

Lake Highlands Elementary teachers and staff understand their role in implementing our school's key actions. Our campus bases its action on the core beliefs of the district and student needs.

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2 (Prioritized): PBIS concerns regarding implementation and consistency across campus.
Root Cause: Finding what works across grade levels and different needs makes it hard to be consistent.

Problem Statement 3 (Prioritized): Bilingual families are still sometimes left out of the loop.
Root Cause: Communication is difficult and work schedules of some families.

Priority Problem Statements

Problem Statement 1: EB students not making at least one year's growth as measured by TELPAS.

Root Cause 1: Inconsistency in programming.

Problem Statement 1 Areas: Demographics - Student Achievement - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Family and Community Engagement - Technology - Demographics - Student Learning - School Processes & Programs

Problem Statement 2: PBIS concerns regarding implementation and consistency across campus.

Root Cause 2: Finding what works across grade levels and different needs makes it hard to be consistent.

Problem Statement 2 Areas: Demographics - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Family and Community Engagement - School Organization - Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: 3rd Grade Reading passing rates are not at 100%.

Root Cause 3: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.

Problem Statement 3 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Family and Community Engagement - School Organization - Demographics - Student Learning - School Processes & Programs

Problem Statement 4: Bilingual families are still sometimes left out of the loop.

Root Cause 4: Communication is difficult and work schedules of some families.

Problem Statement 4 Areas: Demographics - School Culture and Climate - Family and Community Engagement - School Organization - Demographics - School Processes & Programs - Perceptions

Goals

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

Performance Objective 1: Develop and implement structured systems that equip staff and students with the tools and support needed to achieve measurable individual growth in academic, behavioral, and professional domains.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Schoology & Seesaw for teachers and students to set and track goals. Four artifacts added to the Schoology Portfolio - one per quarter. (All training provided by iTeam.) *Schoology portfolios are for staff and students in grades 3-6, Seesaw portfolios are for students in grades PK-2.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students and staff will be able to monitor and track goals and achieve them by year end. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselors Classroom Teachers iTeam **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** Demographics 1, 4 - Demographics 1, 4 - Student Learning 1, 3 - Student Achievement 2, 3 - School Processes & Programs 2, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2, 4 - Curriculum, Instruction, and Assessment 1, 2 - Family and Community Engagement 2, 4 - School Organization 2 - Technology 2	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Utilize Emergent Tree structures to establish consistent, schoolwide behavior expectations. Homeroom 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: LHE 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 as measured by BOY/EOY Staff Climate Surveys. **Staff Responsible for Monitoring:** Principal Assistant Principal Pawsitive Pack (Emergent Tree Campus Team) **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Demographics 2 - Student Learning 2 - School Processes & Programs 3 - School Culture and Climate 1 - Perceptions 2 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 3 - School Organization 1	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselors Emergent Tree Campus Team (Pawsitivity Pack) **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Demographics 2 - Student Learning 2 - School Processes & Programs 3 - School Culture and Climate 1 - Perceptions 2 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 3 - School Organization 1	Accomplished	Considerable	Accomplished	

Strategy 4 Details	Reviews			
Strategy 4: Ensure educators teach and administratively verify that all Too Good For Drug Lessons are taught.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All Too Good For Drug Lessons are taught with fidelity.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Counselors **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing	Accomplished	Accomplished	Accomplished	

Strategy 5 Details	Reviews			
Strategy 5: Communication plan to inform parents of bullying incidents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All bullying incidents are reported to parents within 24 hours. Decrease in bullying incidents.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Counselors Classroom Teachers	Considerable			

Strategy 6 Details	Reviews			
Strategy 6: Incorporate internet safety and digital citizenship lessons to equip students with the skills to use technology responsibly, respectfully, and safely.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By explicitly teaching digital citizenship, LHE 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.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Librarian/LITE Counselors **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Demographics 2 - Student Learning 2 - School Processes & Programs 3 - School Culture and Climate 1 - Perceptions 2 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 3 - School Organization 1	Considerable	Accomplished	Accomplished	

Strategy 7 Details	Reviews			
Strategy 7: Monitor and support student immunization compliance of the student body.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Enrollment records will indicate that students meet requirements.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse	Considerable			

Strategy 8 Details	Reviews			
Strategy 8: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Through consistent monitoring of MAP data and targeted instructional adjustments, LHE 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:** Principal Assistant Principal Instructional Leadership Team Classroom Teachers Counselors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 4 - Demographics 1, 4 - Student Learning 1, 3 - Student Achievement 2, 3 - School Processes & Programs 2, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2, 4 - Curriculum, Instruction, and Assessment 1, 2 - Family and Community Engagement 2, 4 - School Organization 2 - Technology 2	Moderate Progress			

Strategy 9 Details	Reviews			
Strategy 9: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By practicing emergency protocols, LHE 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. **Staff Responsible for Monitoring:** Principal Assistant Principal Campus Emergency Response Team Nurse **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	Some Progress			

Strategy 10 Details	Reviews			
Strategy 10: Create transition strategies/plans for elementary school to junior high school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will feel more confident in the transition to junior high school.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Counselors 5th Grade Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	Moderate Progress			

Strategy 11 Details	Reviews			
Strategy 11: Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: MAP data for at least 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Leadership Team Classroom Teachers **Problem Statements:** Demographics 1, 4 - Demographics 1, 4 - Student Learning 1, 3 - Student Achievement 2, 3 - School Processes & Programs 2, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2, 4 - Curriculum, Instruction, and Assessment 1, 2 - Family and Community Engagement 2, 4 - School Organization 2 - Technology 2	Some Progress			

Strategy 12 Details	Reviews			
Strategy 12: Implement regular progress monitoring and targeted interventions to address student learning needs in Math to meet Board Goal targets.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The percent of students who score at the meets level in 3rd grade math will grow from 42% to 55% by June 2027. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Leadership Team Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Demographics 4 - Student Learning 3 - Student Achievement 3 - School Processes & Programs 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 4 - School Organization 2	Moderate Progress			

Strategy 13 Details	Reviews			
Strategy 13: Implement regular progress monitoring and targeted interventions to address student learning needs in Reading to meet Board Goal targets.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The percent of students in third grade who score at the meets level or above on STAAR Reading will increase from 49% to 60% by June 2027. **Staff Responsible for Monitoring:** Staff Responsible for Monitoring Principal Assistant Principal Instructional Leadership Team Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Demographics 4 - Student Learning 3 - Student Achievement 3 - School Processes & Programs 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 4 - School Organization 2	Moderate Progress			

Strategy 14 Details	Reviews			
Strategy 14: We will implement strategies on our campus to ensure a 3-5% growth in math and reading at all elementary grade levels.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Embedding priority goal strands into daily instruction will create alignment between teaching practices and student learning needs. LHE 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:** Principal Assistant Principals Classroom Teachers Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Demographics 4 - Student Learning 3 - Student Achievement 3 - School Processes & Programs 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 4 - School Organization 2	Moderate Progress			

Strategy 15 Details	Reviews			
Strategy 15: Increase the percentage of emergent bilingual students meeting exit criteria by 3-8% annually through the LPAC process.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: LHE 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 Emergent Bilingual students, and support higher academic achievement across content areas. **Staff Responsible for Monitoring:** Administrators Classroom Teachers Language Acquisition Teacher Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Demographics 1 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - Technology 2	Some Progress			

Strategy 16 Details	Reviews			
Strategy 16: Increase the percentage of emergent bilingual students meeting exit criteria by 3-8% annually through the LPAC process.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in students moving in levels of proficiency or graduating from TELPAS monitoring. **Staff Responsible for Monitoring:** Administrators LAT ILT Classroom Teachers **Problem Statements:** Demographics 1 - Demographics 1 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - Technology 2	Some Progress			

Strategy 17 Details	Reviews			
Strategy 17: Differentiation strategies planned during PLCs will be used to scaffold for Emergent Bilinguals learners and enrichment to grow high achieving students.	Formative			Summative
	Nov	Jan	Mar	June
Address student groups for Targeted Support or Additional Targeted Support (once accountability ratings are received) **Strategy's Expected Result/Impact:** By ensuring all teachers complete G/T training requirements, LHE will strengthen teacher capacity to differentiate instruction and meet the needs of all learners. This will result in 100% compliance with state/district G/T training requirements, more consistent use of G/T and Seven Step 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 district assessments. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Leadership Team Classroom Teachers Language Acquisition Teacher Advanced Learning Teacher **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress			

Strategy 18 Details	Reviews			
Strategy 18: Lead professional learning that promotes continuous growth and equips all staff with the knowledge and skills they need to reach their individual growth goals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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:** Principal Assistant Principal Instructional Leadership Team iTeam Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2, 4 - Demographics 1, 2, 4 - Student Learning 1, 2, 3 - Student Achievement 2, 3 - School Processes & Programs 2, 3, 5 - School Culture and Climate 1, 3 - Perceptions 2 - Staff Quality, Recruitment, and Retention 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3 - Family and Community Engagement 2, 3, 4 - School Organization 1, 2 - Technology 2	Some Progress			

Strategy 19 Details	Reviews			
Strategy 19: Implement initiatives to monitor, encourage, and support consistent student attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve the school-wide attendance rate to at least 96.41%.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Student Data Specialist	Some Progress			

Strategy 20 Details	Reviews			
Strategy 20: The MTSS Team will use Branching Minds to identify and progress monitor students in need of support, based on defined indicators such as Tier 2 and Tier 3 attendance, behavior, reading and math. Interventions will be documented and adjusted as needed to address student progress.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Through systematic monitoring and targeted interventions, LHE expects to see a reduction of at least 10% in Tier 3 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. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Leadership Team Classroom Teachers Counselors Student Data Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Demographics 4 - Student Learning 3 - Student Achievement 3 - School Processes & Programs 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 4 - School Organization 2	Moderate Progress			

Strategy 21 Details	Reviews			
Strategy 21: 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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By leveraging HQIM and systematic monitoring in Branching Minds, LHE 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. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Leadership Team Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Demographics 4 - Student Learning 3 - Student Achievement 3 - School Processes & Programs 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 4 - School Organization 2	Moderate Progress			

Strategy 22 Details	Reviews			
Strategy 22: Break down annual IEP goals into quarterly benchmarks to provide more frequent and manageable progress monitoring for students receiving Special Education services.	Formative			Summative
	Nov	Jan	Mar	June
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:** Administrators Special Education Team District Special Education Support Specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress			

Strategy 23 Details	Reviews			
Strategy 23: Ensure all students have a school/home connection (an adult at school).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have multiple adults that support them at school and home. Increase in positive feedback on student, staff and community surveys. **Staff Responsible for Monitoring:** All Campus Staff **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 5 - Demographics 5 - School Processes & Programs 6 - School Culture and Climate 4 - Perceptions 3 - Family and Community Engagement 1 - School Organization 3	**Nov**	**Jan**	**Mar**	**June**
	Considerable			

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: EB students not making at least one year's growth as measured by TELPAS.   **Root Cause**: Inconsistency in programming.
Problem Statement 2: PBIS concerns regarding implementation and consistency across campus.   **Root Cause**: Finding what works across grade levels and different needs makes it hard to be consistent.
Problem Statement 4: 3rd Grade Reading passing rates are not at 100%.   **Root Cause**: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.
Problem Statement 5: Bilingual families are still sometimes left out of the loop.   **Root Cause**: Communication is difficult and work schedules of some families.

Student Learning
Problem Statement 1: EB students not making at least one year's growth as measured by TELPAS.   **Root Cause**: Inconsistency in programming.
Problem Statement 2: PBIS concerns regarding implementation and consistency across campus.   **Root Cause**: Finding what works across grade levels and different needs makes it hard to be consistent.
Problem Statement 3: 3rd Grade Reading passing rates are not at 100%.   **Root Cause**: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.

School Processes & Programs
Problem Statement 2: EB students not making at least one year's growth as measured by TELPAS.   **Root Cause**: Inconsistency in programming.
Problem Statement 3: PBIS concerns regarding implementation and consistency across campus.   **Root Cause**: Finding what works across grade levels and different needs makes it hard to be consistent.

School Processes & Programs
Problem Statement 5: 3rd Grade Reading passing rates are not at 100%.   **Root Cause**: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.
Problem Statement 6: Bilingual families are still sometimes left out of the loop.   **Root Cause**: Communication is difficult and work schedules of some families.

Perceptions
Problem Statement 2: PBIS concerns regarding implementation and consistency across campus.   **Root Cause**: Finding what works across grade levels and different needs makes it hard to be consistent.
Problem Statement 3: Bilingual families are still sometimes left out of the loop.   **Root Cause**: Communication is difficult and work schedules of some families.

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%.

High Priority

Evaluation Data Sources: Climate Survey, Hiring data

Strategy 1 Details	Reviews			
Strategy 1: Utilize and supplement the Richardson Promotes mentoring program to support new staff. Continue to keep staff retention at 90%.	**Formative**			**Summative**
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.	**Nov**	**Jan**	**Mar**	**June**
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 LHE. **Staff Responsible for Monitoring:** Campus Administrators New Teacher Mentor Lead New Teacher Mentors **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Moderate Progress			

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 LHE. **Staff Responsible for Monitoring:** Campus Administrators New Teacher Mentor Lead New Teacher Mentors **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	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 1: Implement the district learning framework to provide all RISD students experiences to develop competencies aligned with the graduate profile, and highlight and produce exemplars to share with central office to create an "exemplar bank".

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Embed and monitor Lead4ward strategies into regular classroom instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: We will see all Lead4ward strategies happening regularly in classrooms through walkthroughs. Increase in student growth data. (mclass, MAP, STAAR) **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teachers Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 4 - Demographics 1, 4 - Student Learning 1, 3 - Student Achievement 2, 3 - School Processes & Programs 2, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2, 4 - Curriculum, Instruction, and Assessment 1, 2 - Family and Community Engagement 2, 4 - School Organization 2 - Technology 2	**Nov**	**Jan**	**Mar**	**June**
	Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Embed ELLevation strategies into regular classroom instruction to provide content-based language instruction in English as a Second Language and dual language classrooms, as well as Summit K12 minutes and strategies.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: We will see all ELLevation strategies happening regularly in classrooms through walkthroughs and artifacts shared during DDI (data driven instruction) meetings. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Leadership Team Classroom Teachers Language Acquisition Teacher **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 4 - Demographics 1, 4 - Student Learning 1, 3 - Student Achievement 2, 3 - School Processes & Programs 2, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2, 4 - Curriculum, Instruction, and Assessment 1, 2 - Family and Community Engagement 2, 4 - School Organization 2 - Technology 2	Considerable			

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: 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.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students consistently demonstrate understanding of their learning objectives, actively monitor their progress, and successfully meet individualized growth goals. **Staff Responsible for Monitoring:** Principal Assistant Principal Classroom Teachers Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	Considerable			

Strategy 4 Details				Reviews			
Strategy 4: Implement district curriculum documents and resources with fidelity to ensure a guaranteed and viable curriculum.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers consistently implement district pacing and curriculum with fidelity, as evidenced through PLC collaboration, aligned lesson planning, and classroom walkthroughs--resulting in measurable increases in student growth across key assessments (mCLASS, MAP, STAAR). **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Leadership Team Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				Considerable			

Strategy 5 Details				Reviews			
Strategy 5: 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.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Embedding priority goal strands into daily instruction will create alignment between teaching practices and student learning needs. LHE 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:** Principal Assistant Principal Instructional Leadership Team Classroom Teachers Language Acquisition Teacher Advanced Learning Teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				Considerable			

Strategy 6 Details	Reviews			
Strategy 6: Gifted and Talented identified students will reflect the overall campus ethnicity demographics.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of students identified for Gifted and Talented services will equitably reflect the racial demographics of the overall campus population.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Instructional Leadership Team Language Acquisition Teacher Advanced Learning Teacher Classroom Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 5 - Demographics 5 - School Processes & Programs 6 - School Culture and Climate 4 - Perceptions 3 - Family and Community Engagement 1 - School Organization 3	Moderate Progress			

Strategy 7 Details	Reviews			
Strategy 7: Implement and follow the one-way dual language program and content language allocation plan and monitor using learning walks. Provide feedback through walkthrough analysis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Dual language teachers consistently implement the program with fidelity, as demonstrated through PLC collaboration, aligned lesson planning, and classroom walkthroughs--leading to increased student growth on mCLASS, MAP, and STAAR assessments, improved TELPAS performance, and strengthened vertical alignment through bilingual PLCs.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Instructional Leadership Team Bilingual Teachers Language Acquisition Teacher District Multilingual Department **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Demographics 1 - Student Learning 1 - Student Achievement 2 - School Processes & Programs 2 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 2 - Technology 2	Considerable			

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: EB students not making at least one year's growth as measured by TELPAS.   **Root Cause**: Inconsistency in programming.
Problem Statement 4: 3rd Grade Reading passing rates are not at 100%.   **Root Cause**: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.
Problem Statement 5: Bilingual families are still sometimes left out of the loop.   **Root Cause**: Communication is difficult and work schedules of some families.

Student Learning
Problem Statement 1: EB students not making at least one year's growth as measured by TELPAS.   **Root Cause**: Inconsistency in programming.
Problem Statement 3: 3rd Grade Reading passing rates are not at 100%.   **Root Cause**: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.

School Processes & Programs
Problem Statement 2: EB students not making at least one year's growth as measured by TELPAS.   **Root Cause**: Inconsistency in programming.
Problem Statement 5: 3rd Grade Reading passing rates are not at 100%.   **Root Cause**: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.
Problem Statement 6: Bilingual families are still sometimes left out of the loop.   **Root Cause**: Communication is difficult and work schedules of some families.

Perceptions
Problem Statement 3: Bilingual families are still sometimes left out of the loop.   **Root Cause**: Communication is difficult and work schedules of some families.

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: Create 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			
Strategy 1: Lead professional learning that promotes continuous growth and equips all employees and students with the knowledge and skills they need to reach their individual growth goals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: We will see improvements in defined priority goal strands in classrooms through walkthroughs.
 Teacher growth in identified goal area throughout the year in Eduphoria.
 Increase in student growth data. (mclass, MAP, STAAR)
     Staff Responsible for Monitoring: Principal
 Assistant Principal
 Instructional Leadership Team
 	
     Problem Statements: Demographics 1, 2, 4 - Demographics 1, 2, 4 - Student Learning 1, 2, 3 - Student Achievement 2, 3 - School Processes & Programs 2, 3, 5 - School Culture and Climate 1, 3 - Perceptions 2 - Staff Quality, Recruitment, and Retention 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3 - Family and Community Engagement 2, 3, 4 - School Organization 1, 2 - Technology 2
	Moderate Progress			

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: We will see improvements in defined priority goal strands in classrooms through walkthroughs.
 Teacher growth in identified goal area throughout the year in Eduphoria.
 Increase in student growth data. (mclass, MAP, STAAR)
     Staff Responsible for Monitoring: Principal
 Assistant Principal
 Instructional Leadership Team
 	
     Problem Statements: Demographics 1, 2, 4 - Demographics 1, 2, 4 - Student Learning 1, 2, 3 - Student Achievement 2, 3 - School Processes & Programs 2, 3, 5 - School Culture and Climate 1, 3 - Perceptions 2 - Staff Quality, Recruitment, and Retention 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3 - Family and Community Engagement 2, 3, 4 - School Organization 1, 2 - Technology 2
	Moderate Progress			

Strategy 3 Details		Reviews			
Strategy 3: Focused PD on understanding and using learner experiences in daily instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: We will see improvements in defined priority goal strands in classrooms through walkthroughs. Teacher growth in identified goal area throughout the year in Eduphoria. Increase in student growth data. (mclass, MAP, STAAR) **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Leadership Team **Problem Statements:** Demographics 1, 4 - Demographics 1, 4 - Student Learning 1, 3 - Student Achievement 2, 3 - School Processes & Programs 2, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2, 4 - Curriculum, Instruction, and Assessment 1, 2 - Family and Community Engagement 2, 4 - School Organization 2 - Technology 2		**Nov**	**Jan**	**Mar**	**June**
		Moderate Progress			

Strategy 4 Details		Reviews			
Strategy 4: Ensure all K-5 elementary teachers complete their 30 hours of G/T foundational training or 6 hours update. 6 hours update trainings are approved by the campus Elementary ALT.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased understanding of how to apply GT strategies in the classroom. Enrichment in lesson plans as evidenced by artifacts and walkthroughs. **Staff Responsible for Monitoring:** Principal Assistant Principals ALT ILT Classroom Teachers		**Nov**	**Jan**	**Mar**	**June**
		Considerable			

Strategy 5 Details		Reviews			
Strategy 5: Implement Schoology and Seesaw LMS platforms as a tool for facilitating components of the Learning Framework. (All trainings provided by the iTeam.) *Schoology is for students in grades 3-6, Seesaw is for students in PK-2.		**Formative**			**Summative**
Strategy's Expected Result/Impact: We will see improvements in defined priority goal strands using technology in classrooms through walkthroughs and collected evidence. Teacher growth in identified goal area throughout the year in Eduphoria. Student growth in identified goals. Increase in student growth data. (mclass, MAP, STAAR) **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Leadership Team		**Nov**	**Jan**	**Mar**	**June**
		Considerable			

Strategy 6 Details	Reviews			
Strategy 6: Plan for iTeam on campus support and professional learning in identified areas of growth in the BrightBytes Survey. **Strategy's Expected Result/Impact:** Increased familiarity with Apple Classroom. Fidelity of use of Apple Classroom. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Leadership Team	Formative			Summative
	Nov	Jan	Mar	June
	Moderate Progress			

Strategy 7 Details	Reviews			
Strategy 7: Implement with fidelity the Data Driven Instruction protocol and weekly data meetings (specifically as it relates to our priority areas: 3rd Math and Reading) with fidelity **Strategy's Expected Result/Impact:** Increase in students meeting or exceeding growth goals as measured by STAAR and MAP. Feedback and adjustments made based on monitoring performance assessments. Short-term SMART goals created and met. BOY/MOY MAP Planning Days **Staff Responsible for Monitoring:** Principal Assistant Principal ILT Classroom and Support Teachers **Problem Statements:** Demographics 4 - Demographics 4 - Student Learning 3 - Student Achievement 3 - School Processes & Programs 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 4 - School Organization 2	Formative			Summative
	Nov	Jan	Mar	June
	Moderate Progress			

Strategy 8 Details	Reviews			
Strategy 8: Implement with fidelity the PLC protocol and weekly instructional focus planning meetings (specifically as it relates to our priority areas: 3rd Math and Reading) **Strategy's Expected Result/Impact:** Increase in students meeting or exceeding growth goals as measured by STAAR and MAP. Feedback and adjustments made based on monitoring data from performance assessments. Short-term SMART goals created and met. **Staff Responsible for Monitoring:** Principal Assistant Principal ILT Classroom and Support Teachers **Problem Statements:** Demographics 4 - Demographics 4 - Student Learning 3 - Student Achievement 3 - School Processes & Programs 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 4 - School Organization 2	Formative			Summative
	Nov	Jan	Mar	June
	Moderate Progress			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: EB students not making at least one year's growth as measured by TELPAS.   **Root Cause**: Inconsistency in programming.
Problem Statement 2: PBIS concerns regarding implementation and consistency across campus.   **Root Cause**: Finding what works across grade levels and different needs makes it hard to be consistent.
Problem Statement 4: 3rd Grade Reading passing rates are not at 100%.   **Root Cause**: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.

Student Learning
Problem Statement 1: EB students not making at least one year's growth as measured by TELPAS.   **Root Cause**: Inconsistency in programming.
Problem Statement 2: PBIS concerns regarding implementation and consistency across campus.   **Root Cause**: Finding what works across grade levels and different needs makes it hard to be consistent.
Problem Statement 3: 3rd Grade Reading passing rates are not at 100%.   **Root Cause**: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.

School Processes & Programs
Problem Statement 2: EB students not making at least one year's growth as measured by TELPAS.   **Root Cause**: Inconsistency in programming.
Problem Statement 3: PBIS concerns regarding implementation and consistency across campus.   **Root Cause**: Finding what works across grade levels and different needs makes it hard to be consistent.
Problem Statement 5: 3rd Grade Reading passing rates are not at 100%.   **Root Cause**: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.

Perceptions
Problem Statement 2: PBIS concerns regarding implementation and consistency across campus.   **Root Cause**: Finding what works across grade levels and different needs makes it hard to be consistent.

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

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

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Provide career inspiration, exploration, and discovery in Pre-K - 5th grades (CTE/CCMR alignment).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students thinking about their future and possible colleges and careers.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Instructional Leadership Team Classroom Teachers	Considerable			

No Progress	Accomplished	➡ Continue/Modify	❌ Discontinue

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Partner with parents to know their child's goal, progress, and actions to help support goal during family engagement nights (open house, parent conferences, literacy night, steam night, etc.)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents are informed and actively engaged in their child's academic goals, progress, and support strategies--contributing to increased student growth on mCLASS, MAP, and STAAR assessments. Translation services are consistently available at all school events to ensure equitable access and communication for all families. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Leadership Team Classroom Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 5 - Demographics 5 - School Processes & Programs 6 - School Culture and Climate 4 - Perceptions 3 - Family and Community Engagement 1 - School Organization 3	Considerable			

Strategy 2 Details		Reviews			
Strategy 2: 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 LHE brand.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By consistently sharing stories of success and promoting campus branding, LHE 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:** Principal Assistant Principal Instructional Leadership Team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 5 - Demographics 5 - School Processes & Programs 6 - School Culture and Climate 4 - Perceptions 3 - Family and Community Engagement 1 - School Organization 3		Considerable			

Strategy 3 Details		Reviews			
Strategy 3: Focus notifications, Smore Newsletter, PTA Meetings, School Marquee, School Website, Staff Communication		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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:** RISD Insider Administration **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 5 - Demographics 5 - School Processes & Programs 6 - School Culture and Climate 4 - Perceptions 3 - Family and Community Engagement 1 - School Organization 3		Considerable			

○ No Progress	○ Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: Bilingual families are still sometimes left out of the loop.   **Root Cause**: Communication is difficult and work schedules of some families.

School Processes & Programs
Problem Statement 6: Bilingual families are still sometimes left out of the loop.   **Root Cause**: Communication is difficult and work schedules of some families.

Perceptions
Problem Statement 3: Bilingual families are still sometimes left out of the loop.   **Root Cause**: Communication is difficult and work schedules of some families.

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

Performance Objective 2: Create a site based decision making committee and meet quarterly.

Strategy 1 Details	Reviews			
Strategy 1: Ensure meaningful consultation with Site Based Committee related to comprehensive needs assessment (documented on meeting agenda, sign in sheet, meeting notes, any other committee feedback documentation).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Community will better understand the needs of the campus. **Staff Responsible for Monitoring:** Administration Instructional Leadership Team Counselors Teacher Representative **Problem Statements:** Demographics 4 - Demographics 4 - Student Learning 3 - Student Achievement 3 - School Processes & Programs 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 4 - School Organization 2	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: MOY Site Based Committee review of progress with opportunity for feedback (documented on meeting agenda, sign in sheet, meeting notes, any other committee feedback documentation).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Community will better understand the needs of the campus and how to support. **Staff Responsible for Monitoring:** Administration ILT Counselors Teacher Reps **Problem Statements:** Demographics 4 - Demographics 4 - Student Learning 3 - Student Achievement 3 - School Processes & Programs 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 4 - School Organization 2	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: EOY Site Based Committee review of progress with opportunity for feedback (documented on meeting agenda, sign in sheet, meeting notes, any other committee feedback documentation).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Community will better understand the needs of the campus and how to support. **Staff Responsible for Monitoring:** Administration ILT Counselors Teacher Reps **Problem Statements:** Demographics 4 - Demographics 4 - Student Learning 3 - Student Achievement 3 - School Processes & Programs 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 4 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 4 - School Organization 2	Some Progress			

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: 3rd Grade Reading passing rates are not at 100%. **Root Cause**: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.

Student Learning
Problem Statement 3: 3rd Grade Reading passing rates are not at 100%. **Root Cause**: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.

School Processes & Programs
Problem Statement 5: 3rd Grade Reading passing rates are not at 100%. **Root Cause**: Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.

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		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase impact on energy conservation and sustainability of scarce resources.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Executive Assistant Facility Services Energy & Sustainability Department **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Moderate Progress			
Strategy 2 Details		**Reviews**			
Strategy 2: District will create and implement a walk-through checklist (non-punitive) for the learning environments both inside and outside a campus. Examples found on the checklist: lights not working, out of date signage, old student work, office is neat and clean work space.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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 **ESF Levers:** Lever 1: Strong School Leadership and Planning		Moderate Progress			
○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue					