

# **Richardson Independent School District**

## **Lake Highlands Middle School**

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

**Accountability Rating: B**



# **Mission Statement**

LHJH is a FAMILY of students, teachers, administrators, and community members committed to engaging, inspiring, connecting and supporting the safety and success of ALL.

## **Vision**

### **District Vision Statement**

#### **WILDCAT COMMITMENT**

Wildcats are solution-oriented, open-minded professionals who collaborate to creatively communicate content in a positive manner. We are dependable, hard-working, and genuinely love junior high kids with compassion, kindness, and grace.

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# Goals

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

**Performance Objective 1:** Develop and implement a system to house goals and evidence towards goals and tools for progress measurement.

| Strategy 1 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <b>Strategy 1:</b> Require 100% of teachers to utilize Eduphoria to house professional growth goals, self-reflections, and a minimum of three artifacts aligned to TTESS dimensions/domains each semester.<br><b>Strategy's Expected Result/Impact:</b> At least 80% of teachers will demonstrate growth of one or more points in identified TTESS dimensions/domains by May 2026, as evidenced in Eduphoria submissions and observation data.<br><b>Staff Responsible for Monitoring:</b> Supervising Principals (review artifacts and goals in Eduphoria quarterly; provide feedback during coaching/TTESS conferences).<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning   | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  | <br>Moderate Progress   |     |     |           |
| Strategy 2 Details   | Reviews  |     |     |           |
| <b>Strategy 2:</b> Require 100% of teachers to utilize Schoology to create and maintain a digital Teacher Portfolio with a minimum of three artifacts per semester that demonstrate progression toward professional growth goals aligned to TTESS dimensions/domains.<br><b>Strategy's Expected Result/Impact:</b> At least 80% of teachers will show documented growth of one or more points in targeted TTESS dimensions/domains by May 2026, based on portfolio evidence and evaluation data.<br><br>Student achievement will increase by at least 5% in core content areas on district and state assessments as teachers implement improved instructional practices.<br><b>Staff Responsible for Monitoring:</b> Supervising Principals (review portfolios in Schoology each grading period; provide targeted feedback during coaching sessions and TTESS conferences).<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  | <br>Moderate Progress |     |     |           |



No Progress



Accomplished









Continue/Modify



Discontinue


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






**Performance Objective 2:** Ensure all students have a school/home connection (club, extra curricular, activity, an adult at school).

| Strategy 1 Details  |  | Reviews   |     |     |           |
|---|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> Promote extracurricular opportunities by featuring at least 3 clubs/activities monthly in newsletters, showcasing them at a minimum of 2 community events per semester, and including weekly announcements to highlight upcoming meetings and events.<br><b>Strategy's Expected Result/Impact:</b> Increase student participation in extracurricular activities by at least 10% from Fall 2024 to Spring 2026, as measured by club rosters and activity sign-ins.<br><b>Staff Responsible for Monitoring:</b> Club Sponsors (track participation and submit rosters quarterly); Counselors (monitor student wellness data, survey results, and referrals).<br><br><b>TEA Priorities:</b><br>Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture  |  | Formative   |     |     | Summative |
|   |  | Nov   | Jan | Mar | June      |
|   |  | <br>Some Progress      |     |     |           |
| Strategy 2 Details  |  | Reviews   |     |     |           |
| <b>Strategy 2:</b> Partner with LHS Mediators/Peer Helpers to establish opportunities for student mediation and mentorship.<br><b>Strategy's Expected Result/Impact:</b> Reduce student discipline referrals related to peer conflict by 10% by May 2026.<br><br>Increase student achievement, with at least a 5% gain in core subject passing rates among mentees, as measured by progress reports and STAAR performance.<br><br>Improve school climate survey results, with 80% of students reporting positive peer relationships and support systems.<br><b>Staff Responsible for Monitoring:</b> Counselors (coordinate training, schedule sessions, and monitor mediation outcomes); Supervising Principals (review discipline and achievement data); Teachers/Advisory Leaders (collaborate with peer mentors during advisory); LHS Peer Helpers Sponsor (track mentor/mentee participation and growth).<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture |  | Formative   |     |     | Summative |
|   |  | Nov   | Jan | Mar | June      |
|   |  | <br>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 3:** Ensure educators teach and administratively verify that all Substance Use Prevention Lessons are taught.

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
|   | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Reserve specific Advisory days per semester for counselors to deliver structured Substance Use Prevention lessons (aligned to district SEL and prevention curriculum). Lessons will include interactive activities, digital resources, and follow-up reflection questions. Counselors will also provide parent communication about the activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease reported student substance abuse incidents by 10% by May 2026, as measured by discipline referrals and counselor reports.</p> <p>Increase student awareness of substance use risks, with at least 85% of students demonstrating knowledge growth on pre- and post-lesson surveys.</p> <p>Strengthen parent-school partnership, with at least 50% of families acknowledging receipt of prevention lesson communication.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors (plan and deliver lessons, collect survey data, send parent communication); Campus Administration (schedule and ensure Advisory time is protected); Teachers/Advisory Leaders (support lesson delivery and ensure student participation); SRO/Prevention Specialists (provide supplemental resources and data).</p> <p><b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | <br>Moderate Progress |     |     |           |

| Strategy 2 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 2:</b> Actively participate in Red Ribbon Week by planning and implementing at least 5 school-wide activities that reinforce Substance Use Prevention lessons, including assemblies, poster campaigns, classroom discussions, and interactive challenges. Counselors will integrate key prevention messages during these activities and provide follow-up reflection opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce student substance abuse incidents by 10% by May 2026, as measured by discipline referrals and counselor reports.</p> <p>Increase student awareness and understanding of substance use risks, with at least 85% of students demonstrating knowledge gains on pre- and post-Red Ribbon Week surveys.</p> <p>Improve school culture around healthy decision-making, with 80% of students reporting positive engagement in prevention activities in climate surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors (plan activities, lead lessons, collect survey data); Campus Administration (support event logistics and ensure student participation); Teachers (facilitate classroom discussions and reflection activities); Club Sponsors/Student Leaders (coordinate peer participation and school-wide campaigns).</p> <p><b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   | <br>Accomplished |     |     |           |
| <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:** Utilize State Comp Ed Funds



| Strategy 1 Details   |  | Reviews                                     |     |     |           |
|--|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> Provide targeted instructional resources, assistive technology, and supplemental materials to 100% of Special Education students, ensuring that each student has access to additional supports in each core subject each semester. Resources may include digital tools, guided practice materials, and individualized manipulatives aligned to student IEP goals.<br><br><b>Strategy's Expected Result/Impact:</b> ncrease achievement for Special Education students, with at least 70% meeting growth targets on STAAR and district assessments by May 2026.<br><br>Demonstrate measurable progress toward IEP goals, with 80% of students showing improvement in at least one academic or functional area each semester.<br><b>Staff Responsible for Monitoring:</b> Principal and Executive Assistant (oversee resource allocation, monitor student usage, review assessment data, and provide teacher coaching); Special Education Teachers (implement resources and document progress in student records); General Education Teachers (support inclusion and monitor effectiveness of supplemental materials).<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction |  | Formative                                   |     |     | Summative |
|  |  | Nov   | Jan | Mar | June      |
|  |  | <div><div></div></div><br>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 5:** Implement clear and consistent discipline management plan

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
|   | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Communicate clear student expectations to 100% of staff, students, and families through multiple channels: staff meetings, student assemblies, classroom discussions, newsletters, and the school website. Reinforce expectations at least monthly and provide examples of expected behaviors in various school settings.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease student behavior referrals by at least 10% by May 2026, as tracked in the discipline management system.</p> <p>Increase awareness and understanding of expectations, with at least 85% of students and families reporting clarity on behavioral expectations in school climate surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration (coordinate communication efforts, monitor referral data, provide feedback); Teachers (reinforce expectations in classrooms and document behavior trends); Counselors (support student understanding and intervention as needed).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> |  <p>Moderate Progress</p> |     |     |           |

| Strategy 2 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Collaborate on all major discipline decisions by requiring that at least 90% of incidents resulting in formal referrals are reviewed by a discipline committee or administrative team to ensure consistency and equity. Develop and use a standardized matrix for decision-making and document all outcomes in the discipline management system.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease student referrals by at least 10% by May 2026 through consistent and equitable application of discipline procedures.</p> <p>Ensure that 100% of staff involved in discipline understand and apply the matrix, as measured by quarterly audits of discipline documentation and team review notes.</p> <p>Improve student perception of fairness in discipline, with at least 80% of students reporting fairness in climate surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration (lead committee reviews, monitor referral data, provide feedback to staff); Counselors (support equity in interventions and track student perceptions); Teachers (submit detailed incident documentation and implement consistent classroom management practices).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
|   | <br>Moderate Progress |     |     |           |
| Strategy 3 Details  | Reviews  |     |     |           |
| <p><b>Strategy 3:</b> Meet with 100% of transfer students and their families within the first two weeks of enrollment to clearly outline academic, behavioral, and attendance expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Retain at least 95% of transfer students through the school year.</p> <p>Increase academic achievement for transfer students, with at least 75% meeting growth targets on district and state assessments.</p> <p>Improve attendance rates, aiming for at least 90% average attendance among transfer students by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration (coordinate meetings, track attendance and retention data); Counselors (conduct meetings, monitor student progress, provide interventions as needed); Teachers (support students academically and behaviorally, document progress).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
|   | <br>Considerable      |     |     |           |

| Strategy 4 Details  |  | Reviews  |     |     |           |
|---|--|--|-----|-----|-----------|
| <p><b>Strategy 4:</b> Use the MTSS process to identify and refer 100% of students with repeated behavior concerns for Tier II/III interventions within two weeks of the third referral. Provide targeted supports such as behavior contracts, check-in/check-out systems, small group counseling, or individualized behavior intervention plans. Progress will be reviewed bi-weekly by the MTSS team to adjust supports as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce overall student referrals by at least 10% by May 2026.</p> <p>Ensure 100% of Tier II/III students receive documented interventions with measurable progress noted in the MTSS platform.</p> <p>Improve student success, with at least 70% of students referred to Tier II/III showing a reduction in repeated behavior incidents over the course of the semester.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS Team (review referrals, assign interventions, track progress); Counselors (deliver social-emotional/behavioral supports and small groups); Teachers (implement and monitor classroom strategies, document outcomes); Campus Administration (review referral data and ensure fidelity of MTSS processes).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  |  | Formative  |     |     | Summative |
|   |  | Nov  | Jan | Mar | June      |
|   |  |  <p>Moderate Progress</p> |     |     |           |
| Strategy 5 Details  |  | Reviews  |     |     |           |
| <p><b>Strategy 5:</b> Implement PBIS strategies campus-wide by ensuring that 100% of teachers issue a minimum of 5 PBIS points per class to reinforce positive student behavior. Incorporate monthly PBIS celebrations and recognition events for students who meet point thresholds, and communicate progress regularly with families. The PBIS team will review data each six weeks to identify trends and adjust strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Shift at least 15% of the student population with high referrals into a lower-referral category by May 2026.</p> <p>Increase overall positive behavior recognition, with 90% of students earning PBIS points each grading period.</p> <p>Improve school climate, with at least 80% of students reporting that positive behavior is recognized and valued on school climate surveys.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team (analyze point/referral data, plan recognition events, adjust strategies); All Teachers (issue PBIS points consistently, reinforce positive behaviors, communicate with families); Campus Administration (monitor implementation fidelity, track referral data, support recognition systems).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> |  | Formative  |     |     | Summative |
|   |  | Nov  | Jan | Mar | June      |
|   |  |  <p>Moderate Progress</p> |     |     |           |

| Strategy 6 Details  |  | Reviews  |     |     |           |
|---|--|--|-----|-----|-----------|
| <p><b>Strategy 6:</b> Monitor all discipline and referral data weekly using the campus behavior tracking system. Identify students with repeated or escalating behaviors and implement proactive interventions within one week, such as teacher check-ins, counselor support, or Tier II/III MTSS interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce overall discipline referrals by at least 10% by May 2026.</p> <p>Ensure that 100% of students identified with repeated behavior incidents receive targeted interventions within one week of data review.</p> <p>Improve student behavior outcomes, with at least 70% of students receiving interventions demonstrating reduced referral frequency over a six-week period.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration (review weekly data, coordinate interventions, track outcomes); Counselors (implement targeted supports, monitor student progress); Teachers (document behaviors, participate in interventions as needed); MTSS Team (support Tier II/III interventions).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>  |  | Formative  |     |     | Summative |
|   |  | Nov  | Jan | Mar | June      |
|   |  |  <p>Some Progress</p> |     |     |           |
| Strategy 7 Details  |  | Reviews  |     |     |           |
| <p><b>Strategy 7:</b> Plan and implement at least one school-wide activity per month that reinforces the school theme of "Kindness," such as peer recognition programs, classroom challenges, community service projects, or advisory discussions. Communicate activities to students and families via newsletters, announcements, and social media.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive student interactions, with at least 80% of students reporting participation in kindness activities on monthly surveys.</p> <p>Increase family engagement, with at least 50% of parents responding positively to kindness initiatives in surveys.</p> <p>Reduce referrals related to negative peer interactions by at least 5% by May 2026.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team (plan and track monthly activities, review survey results, monitor referral data); Teachers/Advisory Leaders (facilitate classroom and advisory activities, document participation); Counselors (support student engagement and provide follow-up for students demonstrating behavioral concerns).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> |  | Formative  |     |     | Summative |
|   |  | Nov  | Jan | Mar | June      |
|   |  |  <p>Some Progress</p> |     |     |           |



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 6:** Implement state required bullying prevention requirements consistent with Board policies and procedures.


| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
|   | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Provide structured bullying prevention training for 100% of students incorporating interactive lessons, role-playing scenarios, and digital resources. Reinforce training through classroom discussions, advisory lessons, and follow-up activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease reported bullying incidents by at least 10% by May 2026, as measured by discipline referrals and anonymous student surveys.</p> <p>Increase student understanding of bullying prevention strategies, with at least 85% of students demonstrating knowledge on pre- and post-training assessments.</p> <p>Improve school climate, with at least 80% of students reporting feeling safe and supported in school survey responses.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff (deliver reinforcement activities, document incidents, support student understanding); Counselors (coordinate training, track referrals and survey data, provide follow-up interventions); Campus Administration (monitor implementation fidelity and review incident data).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> |  <div>Some Progress</div> |     |     |           |






| Strategy 2 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 2:</b> Require 100% of staff to complete state-mandated bullying compliance training annually. Maintain a verification log in the staff compliance system and provide reminders to ensure completion within the required deadlines.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease undocumented bullying incidents by ensuring all staff are trained to recognize, document, and report incidents in accordance with state guidelines.</p> <p>Ensure 100% compliance with state bullying training requirements each school year.</p> <p>Improve accountability and response to bullying, with documented incidents properly reported and addressed within one week of occurrence.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff (complete training and implement reporting protocols); Campus Administration (track compliance, follow up with staff who have not completed training, review incident documentation); Counselors (support documentation and follow-up interventions).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   | <br>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 7:** Create Communication plan to inform parents of bullying incidents



| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
|   | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Collaborate with district central administrators to ensure that all bullying incidents are communicated to parents and guardians within 24 hours of verification, following established district protocols. Provide training and regular reminders to staff on proper documentation and communication procedures. Track communication effectiveness through follow-up surveys with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent satisfaction, with at least 85% of parents reporting timely and clear communication regarding bullying incidents in surveys.</p> <p>Ensure 100% of verified bullying incidents are documented and communicated according to district protocol.</p> <p>Improve trust and transparency between families and the school, leading to enhanced reporting and support for students.</p> <p><b>Staff Responsible for Monitoring:</b> District Bullying Liaison (coordinate communication protocols with district); Counselors (document incidents, communicate with families, provide follow-up support); Campus Administration (monitor compliance with communication timelines and staff adherence).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> |  <p>Moderate Progress</p> |     |     |           |

| Strategy 2 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Foster ongoing collaboration among administrators by holding monthly meetings to review bullying protocols, with a specific focus on parent communication. Identify gaps in implementation, share best practices, and adjust procedures as needed to ensure timely and consistent communication with families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent satisfaction, with at least 85% of parents reporting clear and timely communication regarding bullying incidents in surveys.</p> <p>Ensure 100% of verified bullying incidents follow updated communication protocols.</p> <p>Improve school accountability and transparency in handling bullying concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration (facilitate monthly meetings, monitor implementation of protocols); Counselors (support documentation, ensure parent communication occurs, provide follow-up); All Administrators (review incident reports and feedback to ensure compliance and effectiveness).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  |  <p>Some 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 8:** Emphasize internet safety/digital citizenship with students

| Strategy 1 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
|  | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Reserve at least two Advisory days per semester to deliver structured lessons on internet safety and digital citizenship. Lessons will include interactive activities, scenario-based discussions, and follow-up reflections to reinforce responsible technology use. Communicate key takeaways to students and families via newsletters and classroom updates.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease violations of the Acceptable Use Policy by at least 10% by May 2026, as tracked through the technology incident reporting system.</p> <p>Increase student understanding of safe and responsible digital behavior, with at least 85% of students demonstrating knowledge on pre- and post-lesson assessments.</p> <p>Strengthen parent engagement in digital safety, with at least 50% of families acknowledging receipt of communications and resources.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff (reinforce lessons and monitor technology use in classrooms); District iTeam (coordinate lesson planning, deliver digital citizenship lessons, track assessments); LITE (support lesson implementation, provide resources, monitor policy compliance).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | <br>Moderate Progress |     |     |           |

| Strategy 2 Details  |  | Reviews  |     |     |           |
|---|--|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Regularly communicate digital tips, best practices, and technology resources to parents through monthly newsletters, social media posts, and school website updates to promote responsible tech habits and safe usage at home. Include guidance on screen-time limits, privacy, and cyber safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce technology misuse at school by at least 10% by May 2026, as measured by Acceptable Use Policy violations.</p> <p>Promote healthy screen-time habits at home, with at least 70% of families reporting implementation of recommended practices in surveys.</p> <p>Increase parent awareness and engagement in student digital safety, with at least 80% of responding parents acknowledging receipt and understanding of digital tips.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration (oversee communication plan, review data); District iTeam (create content, distribute tips, track parent engagement); All Staff (reinforce responsible technology use in classrooms).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>  |  | Formative  |     |     | Summative |
|   |  | Nov  | Jan | Mar | June      |
|   |  |  <p>Some Progress</p> |     |     |           |
| Strategy 3 Details  |  | Reviews  |     |     |           |
| <p><b>Strategy 3:</b> Use GoGuardian to create and maintain "digital scenes" in every class, establishing clear parameters for Chromebook usage. Teachers will set scenes daily or per lesson to limit access to non-educational websites, monitor student activity in real-time, and provide corrective guidance as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce Chromebook misuse by at least 15% by May 2026, as measured by GoGuardian activity reports.</p> <p>Decrease off-task Chromebook activity, ensuring at least 90% of student screen time is dedicated to instructional purposes.</p> <p>Improve classroom management and instructional focus through consistent monitoring and proactive guidance.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers and Staff (implement digital scenes, monitor student activity, provide corrective guidance); Technology Support Team (assist with GoGuardian setup and troubleshooting, provide reports on usage trends); Campus Administration (review data and support teachers with implementation fidelity).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> |  | Formative  |     |     | Summative |
|   |  | Nov  | Jan | Mar | June      |
|   |  |  <p>Considerable</p> |     |     |           |



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 9:** Monitor student data reports to monitor immunization compliance of the student body

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Review immunization records monthly and communicate compliance or missing information to the Student Data Specialist, who will then notify parents within one week of review. Follow up with reminders for students who are not in compliance and provide resources for obtaining required immunizations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students in compliance with immunization requirements to at least 95% by May 2026.</p> <p>Reduce the number of students with incomplete immunizations, ensuring timely parent communication and follow-up.</p> <p>Improve overall student health and campus safety through higher immunization compliance rates.</p> <p><b>Staff Responsible for Monitoring:</b> School Nurse (review records, communicate with Student Data Specialist, follow up with families); Student Data Specialist (relay compliance information to parents, track responses); Campus Administration (monitor overall immunization compliance trends).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   | <br>Accomplished |     |     |           |
| <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:** Develop and maintain a Campus Emergency Response Team (ERT)

| Strategy 1 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
|  | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Hold a Campus Emergency Response Team (CERT) roundtable at the start of each school year to review emergency procedures from the previous year, identify areas for improvement, and plan updates for the current year. Conduct follow-up meetings quarterly to review drills, response times, and any incidents.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve staff preparedness, with at least 90% of staff reporting confidence in emergency procedures on annual surveys.</p> <p>Decrease emergency response times by at least 10% compared to the previous year, as measured during drills.</p> <p>Ensure timely and effective response during actual emergencies through clear protocols and regular practice.</p> <p><b>Staff Responsible for Monitoring:</b> School Nurse (facilitate meetings, track action items, review drill performance); Campus Administration (support planning and ensure staff participation); CERT Members (implement procedures, participate in drills, document outcomes).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> |  <p>Moderate Progress</p> |     |     |           |






| Strategy 2 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 2:</b> Conduct monthly Campus Emergency Response Team (CERT) drills. Track response times, staff adherence to protocols, and student participation during each drill. Debrief after each drill to identify areas for improvement and adjust procedures as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease emergency response times by at least 10% over the course of the school year, as measured during monthly drills.</p> <p>Ensure 100% staff participation and adherence to emergency procedures in all drills.</p> <p>Improve overall campus safety and preparedness by identifying and addressing procedural gaps in a timely manner.</p> <p><b>Staff Responsible for Monitoring:</b> CERT Members (lead drills, track response times, document outcomes); Campus Administration (monitor drill effectiveness, ensure staff participation, implement procedural improvements); School Nurse (coordinate drills, review data, provide feedback to staff).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   | <br>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 11:** Monitor student absence information in order to monitor communicable disease issues on campus

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <p><b>Strategy 1:</b> Foster collaboration between the Attendance Secretary, Administration, Counselors, and Nurse to review student attendance weekly. Identify students with excessive absences (5 or more unexcused days per grading period) and communicate with parents/guardians within one week. Develop personalized attendance support plans and provide follow-up to ensure improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall student attendance rate by at least 3% by May 2026.</p> <p>Reduce the number of students with excessive absences by 10% each semester.</p> <p>Improve parent engagement and awareness regarding attendance expectations and interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Secretary (track absences, notify families); Campus Administration (review attendance data, support intervention plans); Counselors (meet with students and families to provide support); School Nurse (coordinate support for students with health-related absences).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative                                      |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
|   | <div><div></div></div> <div>Considerable</div> |     |     |           |

| Strategy 2 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 2:</b> Use the MTSS process to identify students with chronic absenteeism (10% or more of school days missed). Develop individualized intervention plans that include attendance contracts, parent meetings, counselor check-ins, and necessary supports. Review progress bi-weekly and adjust interventions as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance, with at least 75% of chronically absent students showing improved attendance within one semester.</p> <p>Reduce the overall chronic absenteeism rate by at least 5% by May 2026.</p> <p>Ensure consistent documentation and intervention for all students identified with attendance concerns.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff (implement interventions in classrooms and advisory, monitor student attendance, document progress); Counselors (coordinate parent communication and provide support interventions); Attendance Secretary (track attendance data, flag chronic absenteeism cases); Campus Administration (review MTSS plans and monitor effectiveness).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
|  | <br>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 12:** Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY

**Evaluation Data Sources:** MAP

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Develop and communicate a testing schedule that accommodates MAP assessments for all students, including a designated makeup day each testing window. Ensure teachers and staff are aware of schedules and prepared to support testing logistics.</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve 100% student participation in MAP testing for each testing window.</p> <p>Reduce the number of incomplete or missed tests by at least 90% compared to prior year.</p> <p>Ensure timely data collection to inform instructional planning and intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration (approve and oversee schedule, monitor participation); Instructional Coaches (coordinate with teachers, support students needing accommodations or makeup testing); Teachers (ensure students are present and prepared for testing).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
|  | <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 13:** 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


| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
|   | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Provide incentives for students who demonstrate measurable growth on MAP assessments each testing window. Incentives may include recognition certificates, school-wide announcements, classroom rewards, or special privileges. Communicate growth results and reward criteria to students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student MAP growth, with at least 70% of students showing growth in one or more subject areas each semester.</p> <p>Promote a positive growth mindset and student motivation, with at least 85% of participating students reporting that incentives encourage their effort in surveys.</p> <p>Strengthen parent and family engagement by communicating student progress and recognizing growth achievements.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff (track student growth, support communication, distribute incentives); Instructional Coaches (analyze MAP data, identify growth targets, provide support); Campus Administration (approve and monitor incentive program, review overall MAP growth data).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> |  |     |     |           |






| Strategy 2 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Hold MAP goal-setting conferences with every student in Reading, Math, and Science at the beginning of each testing window. During conferences, review previous MAP scores, set individualized growth targets, and develop a plan for achieving goals. Document goals in student records and communicate them to families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase MAP growth, with at least 75% of students meeting or exceeding their individual growth targets each semester.</p> <p>Promote student ownership of learning and goal-setting skills, with at least 85% of students reporting understanding of their goals in post-conference surveys.</p> <p>Strengthen teacher and family engagement by clearly communicating growth expectations and progress.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff (conduct conferences, document goals, monitor progress); Instructional Coaches (analyze MAP data, support goal-setting process); Campus Administration (ensure conferences occur for 100% of students and review documentation).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, 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 14:** 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:** Attendance Data in Focus

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
|   | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Hold Pre-MTSS meetings during each PLC to review student data and identify students in need of Tier II/III academic, behavioral, or attendance support. Develop individualized intervention plans and assign staff responsibilities for follow-up. Review student progress bi-weekly and adjust interventions as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student outcomes, with at least 70% of identified students demonstrating measurable progress in behavior, academics, or attendance within one semester.</p> <p>Ensure 100% of students in need of MTSS interventions are identified and supported in a timely manner.</p> <p>Promote collaboration among staff to proactively address student needs and reduce escalation of concerns.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff (participate in PLC discussions, implement interventions, document progress); Counselors (support behavioral and attendance interventions, track data); Campus Administration (monitor identification process, ensure fidelity of MTSS implementation); Instructional Coaches (support academic interventions).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | <br>Some Progress |     |     |           |

| Strategy 2 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Hold MTSS meetings every three weeks to review the progress of students in need of Tier II/III academic, behavioral, or attendance interventions. During each meeting, update intervention plans, assign responsibilities, and determine next steps for students not meeting growth targets. Document decisions and follow-up actions in the MTSS tracking system.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student outcomes, with at least 70% of students receiving MTSS interventions demonstrating measurable growth in behavior, academics, or attendance within one semester.</p> <p>Ensure timely and consistent monitoring of all students in interventions, with 100% having documented plans and follow-up actions.</p> <p>Promote collaboration among staff to adjust interventions proactively and reduce escalation of concerns.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff (implement interventions, provide updates on student progress, document outcomes); Counselors (coordinate behavioral and attendance supports, track intervention effectiveness); Campus Administration (monitor meeting outcomes and fidelity of MTSS implementation); Instructional Coaches (support academic interventions and progress monitoring).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, 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 15:** Identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district and monitor progress in Branching Minds.


**Evaluation Data Sources:** Branching Minds






| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
|   | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Create targeted intervention groups in advisory periods and after-school tutoring sessions for students who are below grade-level expectations in Reading (7th grade) and Math (8th grade). Use assessment data to group students, provide differentiated instruction, and monitor progress weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of 7th-grade students scoring "Meets" or above on STAAR Reading from 55% to 58% by June 2027.</p> <p>Increase the percentage of 8th-grade students scoring "Meets" or above on STAAR Math from 30% to 35% by June 2027.</p> <p>Demonstrate measurable growth for students in intervention groups through formative assessments and progress monitoring.</p> <p><b>Staff Responsible for Monitoring:</b> Principal (oversee intervention program, review progress data); Instructional Leadership Team (ILT) (coordinate intervention schedules, track student progress, support teachers in instructional strategies); Teachers (deliver interventions, document student growth, report weekly data).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | <div><div></div><div>Moderate Progress</div></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 16:** Establish and monitor two growth goals: academic and personal for teachers






| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
|   | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Implement goal-setting workshops for all teachers at the start of each semester to establish clear professional growth targets. Conduct progress monitoring meetings to review goal attainment, provide coaching, and adjust strategies as needed. Document growth and share evidence in Eduphoria or teacher portfolios.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase professional growth, with at least 80% of teachers meeting or exceeding their growth goals by the end of each semester.</p> <p>Strengthen teacher instructional practices, resulting in measurable improvements in student learning outcomes.</p> <p>Promote a culture of continuous professional learning and self-reflection.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff (participate in workshops, set and track goals, provide evidence of progress); Instructional Leadership Team (facilitate workshops, monitor goal attainment, provide coaching); Campus Administration (review professional growth data and support accountability).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> |  <p>Some Progress</p> |     |     |           |

| Strategy 2 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Develop and implement a Personal Growth Program that highlights a monthly character trait (e.g., respect, responsibility, empathy). Integrate lessons and activities into advisory, classroom discussions, and school-wide events. Track student participation and provide recognition for demonstration of traits.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease discipline referrals by at least 10% by May 2026, as students demonstrate improved behavior aligned with monthly character traits.</p> <p>Increase student engagement and understanding of personal growth concepts, with at least 80% of students participating in monthly activities.</p> <p>Promote a positive school culture emphasizing character and social-emotional growth.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff (reinforce character lessons in classrooms and advisory, document participation and behaviors); Counselors (support lesson delivery and track behavioral improvements); Campus Administration (monitor overall program implementation and impact on discipline data).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  |  <p>Some 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 17:** Utilize Schoology for teachers and students to set and track goals. Four artifacts added to the Schoology Portfolio - one per quarter.






| Strategy 1 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 1:</b> Schedule targeted Schoology trainings with the iTeam for all teachers to build capacity in creating teacher portfolios, posting resources, tracking student progress, and managing digital assignments. Trainings will occur at least twice per semester, with follow-up sessions to support implementation and address questions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in Schoology, with at least 90% of teachers demonstrating effective use in portfolios, resource management, and progress tracking by the end of the school year.</p> <p>Improve instructional efficiency and student access to digital learning materials.</p> <p>Strengthen teacher confidence and self-sufficiency in using the platform for teaching and assessment.</p> <p><b>Staff Responsible for Monitoring:</b> iTeam (deliver trainings, provide follow-up support, track teacher participation); All Staff (attend trainings, implement strategies in classrooms, document progress); Instructional Leadership Team (monitor implementation and offer additional coaching as needed).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative                                      |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  | <div><div></div></div> <div>Considerable</div> |     |     |           |

| Strategy 2 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 2:</b> Create a structured system to monitor and provide feedback on teacher goal progress and artifact submission in Schoology or Eduphoria. Set deadlines for artifact uploads, review submissions monthly, and provide individualized feedback to ensure alignment with professional growth and student achievement goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher accountability and growth, with 100% of teachers submitting artifacts on time and receiving constructive feedback.</p> <p>Strengthen student growth outcomes by ensuring instructional practices reflect goal progress and effective strategies.</p> <p>Promote a culture of continuous professional reflection and improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team (monitor submission compliance, provide feedback, support teachers); All Staff (submit artifacts and implement feedback); Campus Administration (review overall progress and ensure system fidelity).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
|  | <br>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 18:** Increase in Student Attendance Rate from 95.1% in 2024-2025 to 95.6% in 2025-2026

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Monitor excessive absences weekly using FOCUS reports. Identify students with 5 or more unexcused absences per grading period, communicate with parents/guardians within one week, and develop individualized support plans. Track follow-up actions and improvements in attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall student attendance, aiming for at least a 3% improvement by May 2026.</p> <p>Reduce the number of students with excessive absences by 10% each semester.</p> <p>Ensure timely parent communication and targeted interventions to support attendance improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team (review FOCUS reports weekly, monitor interventions, ensure follow-up with families); Counselors (coordinate support plans, meet with students and families, track progress); Attendance Secretary (assist with reporting and parent communication).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>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><b>Strategy 2:</b> Hold conferences with families of students who have excessive absences (5 or more unexcused absences per grading period) to discuss attendance concerns, set goals, and develop individualized support plans. Document conference outcomes and follow up within two weeks to assess progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall student attendance, targeting at least a 3% improvement by May 2026.</p> <p>Reduce the number of students with excessive absences by at least 10% per semester.</p> <p>Improve parent engagement and accountability in supporting consistent student attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Team (schedule and conduct conferences, monitor progress, ensure follow-up); Counselors (support family meetings, provide interventions, track outcomes); Attendance Secretary (coordinate scheduling and documentation).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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 19:** Increase the percentage of English language proficiency growth on TELPAS by 5%, and implement Summit K12 minutes with fidelity.

| Strategy 1 Details  | Reviews                                |     |     |           |
|---|--|-----|-----|-----------|
| <b>Strategy 1:</b> Build Advisory groups specifically targeting English Learners (ELs), using Summit K-12 to provide interventions aligned to students' academic needs. Monitor progress weekly through Summit data, adjust instructional supports, and provide additional small-group instruction as needed.<br><br><b>Strategy's Expected Result/Impact:</b> Increase the number of English Learners exiting the program, aiming for at least a 10% growth in exits by the end of the school year.<br><br>Improve academic performance of ELs, with at least 75% showing growth on benchmark assessments.<br><br>Ensure targeted interventions are data-driven and responsive to individual student needs.<br><b>Staff Responsible for Monitoring:</b> Campus Administration (oversee group formation, monitor progress, support instructional strategies); ESL Lead Teacher (coordinate interventions, track Summit K-12 data, provide small-group instruction); Advisory Teachers (implement instructional supports, document student progress).<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | Formative                              |     |     | Summative |
|   | Nov                                    | Jan | Mar | June      |
|   | <div><div></div></div><br>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 20:** Increase the percentage of emergent bilingual students meeting exit criteria by 5% annually through the LPAC process.

| Strategy 1 Details   |  | Reviews                                     |     |     |           |
|--|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> Provide targeted interventions for English Learners (ELs) using Summit K-12, focusing on skill gaps in reading, writing, and math. Monitor student progress weekly, adjust instructional supports based on data, and provide additional small-group or individualized instruction as needed.<br><br><b>Strategy's Expected Result/Impact:</b> Decrease the number of students classified as English Learners, aiming for at least a 10% reduction by the end of the school year.<br><br>Improve academic performance, with at least 75% of ELs showing measurable growth on benchmark assessments.<br><br>Ensure interventions are personalized, data-driven, and result in student progress toward exiting the EL program.<br><b>Staff Responsible for Monitoring:</b> Campus Administration (oversee intervention program and monitor progress); ESL Lead Teacher (coordinate interventions, track Summit K-12 data, provide targeted instruction); Teachers/Advisory Leaders (deliver interventions, document progress, communicate with families).<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction |  | Formative                                   |     |     | Summative |
|  |  | Nov   | Jan | Mar | June      |
|  |  | <div><div></div></div><br>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 21:** Monitor data of students enrolled in 7th Grade Pre-Algebra to ensure student growth and success.

**Evaluation Data Sources:** STAAR

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <p><b>Strategy 1:</b> Hold weekly data meetings to review 7th-grade Pre-Algebra student performance. Use assessment data to identify students needing enrichment or remediation, and adjust instructional strategies accordingly. Document interventions and monitor student progress weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students meeting or exceeding standard on 8th-grade Math STAAR, aiming for at least a 5% growth by June 2027.</p> <p>Ensure 100% of students identified for remediation or enrichment receive targeted instructional support.</p> <p>Improve teacher data-driven decision-making and instructional planning.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers (implement interventions, track student progress, participate in data meetings); Instructional Coaches (support data analysis, provide instructional strategies, monitor fidelity of interventions); Campus Administration (oversee meeting implementation and monitor overall student outcomes).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative                                      |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
|   | <div><div></div></div> <div>Considerable</div> |     |     |           |

| Strategy 2 Details   |  | Reviews  |     |     |           |
|--|--|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Build advisory groups based on assessment and classroom data to provide targeted remediation for students struggling in 7th-grade Pre-Algebra. Schedule sessions during advisory periods and after school, monitor student progress weekly, and adjust instruction to meet individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students meeting the standard on 8th-grade Math STAAR from 40% to 41% by June 2027.</p> <p>Ensure 100% of identified students participate in targeted remediation and demonstrate measurable growth on formative assessments.</p> <p>Strengthen teacher use of data to inform instruction and support student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers (deliver remediation, track student progress, adjust instruction); Instructional Coaches (analyze data, provide targeted instructional strategies, support teacher implementation); Campus Administration (monitor group formation, participation, and student outcomes).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> |  | Formative  |     |     | Summative |
|  |  | Nov  | Jan | Mar | June      |
|  |  | <br>Considerable      |     |     |           |
| Strategy 3 Details   |  | Reviews  |     |     |           |
| <p><b>Strategy 3:</b> Build advisory groups and provide targeted instruction for students in the Asian subpopulation, focusing on missed state success criteria in Math and Reading. Use assessment data to identify skill gaps, deliver focused lessons during advisory and after-school sessions, and monitor progress weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Math STAAR growth for the Asian subpopulation from 49% to 86% and Reading STAAR growth from 52% to 70% by May 2026.</p> <p>Ensure 100% of identified students receive targeted instruction and progress monitoring.</p> <p>Improve teacher data-driven instruction and responsiveness to subpopulation needs.</p> <p><b>Staff Responsible for Monitoring:</b> Area Superintendent (oversee strategy implementation and outcomes); Principal (monitor participation, progress, and instructional fidelity); Instructional Leadership Team (ILT) (analyze data, provide support to teachers, adjust interventions as needed).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>  |  | Formative  |     |     | Summative |
|  |  | Nov  | Jan | Mar | June      |
|  |  | <br>Moderate Progress |     |     |           |



No Progress



Accomplished




Continue/Modify








Discontinue

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


**Performance Objective 22:** Form Campus Threat Assessment Team and complete training as specified in Texas Education Code 37.115






| Strategy 1 Details  |  | Reviews   |     |     |           |
|---|--|---|-----|-----|-----------|
| <b>Strategy 1:</b> Ensure that all campus administrators complete required Campus Threat Assessment training annually. Maintain a verification log of completion, provide refresher sessions as needed, and confirm 100% compliance with district requirements.<br><br><b>Strategy's Expected Result/Impact:</b> Achieve 100% compliance with Campus Threat Assessment training for all administrators.<br><br>Ensure administrators are fully prepared to identify, assess, and respond to potential threats effectively.<br><br>Strengthen overall campus safety and emergency preparedness.<br><b>Staff Responsible for Monitoring:</b> Principal (track training completion, provide reminders and support, verify compliance); Campus Administration (attend training, apply learned protocols, maintain documentation).<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning |  | Formative   |     |     | Summative |
|   |  | Nov   | Jan | Mar | June      |
|   |  | <br>Accomplished |     |     |           |

| Strategy 2 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Meet quarterly with the Campus Threat Assessment Team to review threat assessment protocols, evaluate past assessments, and ensure timely follow-up on all cases. Document meeting outcomes, update procedures as needed, and communicate any changes to relevant staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student support by ensuring 100% of identified concerns are assessed and addressed promptly.</p> <p>Improve the effectiveness and consistency of threat assessment procedures.</p> <p>Strengthen campus safety through proactive identification and mitigation of potential risks.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Threat Assessment Team (conduct meetings, review protocols, ensure follow-up on cases); Campus Administration (monitor implementation and compliance, support team actions); Counselors (coordinate student support and follow-up interventions).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
|   |  <p>Some 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 23:** Implement with fidelity the Data Driven Instruction protocol and weekly data meetings

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
|   | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Ensure all instructional staff complete training on Data-Driven Instruction (DDI) and the effective use of weekly data meetings. Training will include analyzing assessment data, identifying skill gaps, and planning targeted instruction. Provide refresher sessions as needed and monitor implementation fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in all subjects, with measurable growth on benchmark and state assessments.</p> <p>Ensure 100% of teachers are proficient in DDI practices and participate in weekly data meetings.</p> <p>Strengthen instructional planning and responsiveness to student needs.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff (attend training, implement DDI practices, participate in data meetings); Instructional Leadership Team (ILT) (facilitate training, monitor fidelity, provide support); Campus Administration (review data meeting implementation and teacher effectiveness).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> |  <p>Moderate Progress</p> |     |     |           |

| Strategy 2 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Provide ongoing feedback to teachers to support continued growth in Data-Driven Instruction (DDI) protocols and participation in weekly data meetings. Feedback will be based on observation of data meetings, review of instructional planning, and analysis of student performance data.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in all subjects, with measurable growth on formative and state assessments.</p> <p>Ensure 100% of teachers are effectively implementing DDI practices and utilizing weekly data meetings for instructional adjustments.</p> <p>Promote a culture of continuous professional growth and data-informed decision-making.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration (observe data meetings, provide feedback, monitor implementation fidelity); Instructional Coaches (support teachers in DDI practices, analyze data, provide targeted guidance); All Staff (implement feedback and adjust instruction accordingly).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  |  <p>Some 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 24:** Ensure 100% compliance of quarterly IEP progress monitoring reports for students receiving services through Special Education.






| Strategy 1 Details  |  | Reviews  |     |     |           |
|---|--|--|-----|-----|-----------|
| <b>Strategy 1:</b> Monitor case manager logs and data input weekly to ensure compliance with Special Education documentation requirements. Provide corrective feedback as needed and maintain a log of compliance checks for accountability purposes.<br><b>Strategy's Expected Result/Impact:</b> Achieve 100% compliance with Special Education documentation and reporting requirements.<br><br>Ensure accurate and timely tracking of student IEPs, progress, and interventions.<br><br>Support accountability and continuous improvement in Special Education services.<br><b>Staff Responsible for Monitoring:</b> Special Education Lead (review logs, provide feedback, track compliance); Campus Administration (monitor overall compliance and provide support); Case Managers (submit accurate and timely logs and data).<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing |  | Formative  |     |     | Summative |
|   |  | Nov  | Jan | Mar | June      |
|   |  | <br>Moderate Progress |     |     |           |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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 25:** Implement with fidelity the PLC protocol and weekly instructional focus planning meetings

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
|   | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Train all instructional teams on the specific PLC (Professional Learning Community) protocol to ensure understanding of expectations, roles, and responsibilities. Provide training at the start of the school year with refresher sessions mid-year, and monitor implementation through observations and feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve 100% compliance with PLC protocol implementation across all teams.</p> <p>Ensure consistency in meeting structure, data analysis, and instructional planning.</p> <p>Promote effective collaboration and data-driven decision-making to improve student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration (facilitate training, observe PLC implementation, provide feedback); Instructional Coaches (support teams in applying protocols, monitor fidelity); All Staff (attend training, implement protocols consistently).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | <br>Considerable |     |     |           |

| Strategy 2 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Attend all PLCs regularly to observe, provide feedback, and support effective implementation of protocols. Focus on increasing efficiency, collaborative problem-solving, and data-driven instructional planning. Document observations and provide actionable feedback to PLC teams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase time efficiency and productivity in PLCs, ensuring meetings are purposeful, data-focused, and aligned with instructional goals.</p> <p>Promote consistent use of PLC protocols and best practices across all teams.</p> <p>Improve teacher collaboration and data-informed decision-making, leading to increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration (attend PLCs, provide feedback, monitor implementation); Instructional Coaches (support teachers, track PLC fidelity, offer coaching as needed); All Staff (participate fully in PLCs, implement feedback).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  |  <p>Some 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 26:** 10% of band students district wide will earn a spot in the All Region Band.  
10% of choir students district wide will earn a spot in the All Region Choir.  
3% of orchestra students district wide will earn a spot in the All Region Orchestra.  
100% of Varsity ensembles will achieve first division ratings on stage and in sight-reading at the UIL state assessment.  
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


| Strategy 1 Details  | Reviews                                     |     |     |           |
|---|---|-----|-----|-----------|
| <b>Strategy 1:</b> Provide differentiated and individualized instruction for all Fine Arts participants, including music, theater, and visual arts, to address skill gaps and enhance performance. Utilize progress monitoring, formative assessments, and individualized coaching to maximize student achievement.<br><br><b>Strategy's Expected Result/Impact:</b> Increase the number of students advancing to all-region or state-level Fine Arts recognition.<br><br>Improve performance ratings in competitions and assessments by at least 10% over the previous year.<br><br>Ensure students demonstrate measurable growth in skill, technique, and artistry.<br><b>Staff Responsible for Monitoring:</b> Fine Arts Teachers (deliver differentiated instruction, track student progress, provide feedback); Instructional Coaches (support targeted interventions and skill development); Campus Administration (monitor overall program effectiveness and student outcomes).<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Connect high school to career and college<br><b>- ESF Levers:</b><br>Lever 3: Positive School Culture | Formative                                   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   | <div><div></div></div><br>Moderate Progress |     |     |           |
| <div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>  |   |     |     |           |



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






**Performance Objective 1:** Create targeted strategies to reduce campus turnover by 5%

**High Priority**

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

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <b>Strategy 1:</b> Build a Teacher PBIS (Positive Behavioral Interventions and Supports) program to recognize and celebrate teacher performance, including instructional excellence, student engagement, and professional growth. Implement monthly recognition events, weekly shout-outs, and tangible rewards for achievements.<br><br><b>Strategy's Expected Result/Impact:</b> Increase teacher retention, aiming to retain at least 90% of staff year over year.<br><br>Promote a positive school culture and teacher morale.<br><br>Strengthen professional collaboration and recognition of excellence among staff.<br><b>Staff Responsible for Monitoring:</b> Administration (oversee PBIS program, track recognition, monitor impact on teacher retention); Instructional Leadership Team (support nomination and celebration processes); All Staff (participate in PBIS program and celebrate colleagues' achievements).<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
|   | <br>Moderate Progress |     |     |           |







| Strategy 2 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Identify and recognize a Teacher and Staff Member of the Month based on performance, professional growth, and contributions to school culture. Communicate recognition through school newsletters, announcements, and staff meetings, and provide small rewards or certificates.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher and staff retention, aiming to retain at least 90% of staff year over year.</p> <p>Promote a culture of recognition, morale, and professional pride.</p> <p>Encourage consistent excellence in teaching, support, and collaboration.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Recognition Committee (select honorees, track recognition, communicate results); Administration (support process and monitor impact on staff retention); All Staff (participate in celebrating peers' achievements).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>  | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  | <br>Considerable      |     |     |           |
| Strategy 3 Details   | Reviews  |     |     |           |
| <p><b>Strategy 3:</b> Nominate and recognize outstanding staff annually, including Teacher of the Year (TOY), Assistant Principal of the Year (APOY), Counselor of the Year, Nurse of the Year, and Champion Award recipients. Celebrate awardees through school events, newsletters, and staff communications, highlighting their contributions to student success and school culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff retention, aiming to retain at least 90% of staff annually.</p> <p>Promote a positive school culture that values excellence, dedication, and collaboration.</p> <p>Recognize and reward exemplary performance across all staff roles, encouraging continued professional growth.</p> <p><b>Staff Responsible for Monitoring:</b> Staff Recognition Team (manage nominations, select awardees, coordinate celebrations); Administration (support recognition process and monitor impact on staff retention); All Staff (participate in recognition activities and celebrate peers).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p> | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  | <br>Moderate Progress |     |     |           |

| Strategy 4 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 4:</b> Implement weekly "Staff Shootouts," where staff members recognize the efforts, achievements, and contributions of their colleagues. Share acknowledgments during staff meetings, newsletters, or digital platforms to promote a culture of appreciation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff morale, with at least 80% of staff reporting positive engagement and recognition in surveys.</p> <p>Foster a collaborative and supportive school culture.</p> <p>Encourage peer-to-peer acknowledgment and continuous appreciation among staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal (oversee the program, track participation, and gather feedback); Teacher Recognition Committee (facilitate submissions and share weekly shootouts); All Staff (participate by submitting and celebrating peer recognition).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p> | Formative   |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
|  | <br>Considerable |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>  |   |     |     |           |

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

**Performance Objective 2:** Create strategies to address low performing areas on Campus Climate Survey

| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
|  | Formative                                       |     |     | Summative |
|  | Nov   | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Utilize Emergent Tree resources and guidance to proactively address student behaviors by providing targeted social-emotional support, interventions, and staff coaching. Monitor student behavior data weekly to identify trends and adjust supports as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of behavior referrals by at least 15% over the school year.</p> <p>Improve student self-regulation and social-emotional skills, reducing repeated behavior incidents.</p> <p>Promote a proactive and supportive approach to behavior management campus-wide.</p> <p><b>Staff Responsible for Monitoring:</b> Admin (review behavior data, ensure fidelity of interventions, support staff in implementation); Counselors (provide student support, monitor social-emotional growth); All Staff (implement Emergent Tree strategies in classrooms and advisory).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | <div><div></div></div> <div>Some Progress</div> |     |     |           |

| Strategy 2 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Hold targeted, scheduled learning walks throughout the school year to observe instruction, provide timely feedback, and identify best practices and areas for growth. Document findings and share actionable feedback with teachers within 48 hours of each observation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the quality and frequency of instructional feedback for teachers, leading to measurable improvements in classroom practices.</p> <p>Promote a culture of continuous improvement and reflective teaching.</p> <p>Ensure 100% of observed teachers receive timely, actionable feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Admin (conduct learning walks, provide feedback, monitor trends); Instructional Coaches (support teachers in implementing feedback, provide follow-up coaching); All Staff (participate in learning walks and apply feedback).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  |  <p>Moderate Progress</p> |     |     |           |
| Strategy 3 Details   | Reviews  |     |     |           |
| <p><b>Strategy 3:</b> Use walkthrough data and teacher feedback to design and deliver relevant, targeted professional development sessions. Monitor participation, gather post-training feedback, and adjust future sessions to address identified needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher satisfaction and effectiveness, as measured by post-training surveys and classroom implementation.</p> <p>Ensure professional development is aligned to observed instructional needs and promotes measurable student growth.</p> <p>Strengthen teacher capacity in areas of identified need, fostering continuous professional growth.</p> <p><b>Staff Responsible for Monitoring:</b> Admin (review walkthrough data, coordinate PD sessions, monitor effectiveness); Instructional Coaches (analyze teacher feedback, deliver targeted training, provide follow-up support); All Staff (participate in professional development and implement strategies in classrooms).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>                    | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  |  <p>Moderate Progress</p> |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>  |  |     |     |           |



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

**Performance Objective 1:** Implement a 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

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
|   | Formative                                       |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Connect the RISD Learning Framework to the LHMS Academic Framework to ensure alignment between campus and district expectations. Target professional development (PD) and PLC sessions to reinforce key learning areas and support high-quality Tier I instruction. Monitor teacher implementation and adjust PD as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the quality of Tier I instruction, with at least 90% of lessons aligned to both district and campus frameworks.</p> <p>Ensure consistency and rigor in instruction across all grade levels and content areas.</p> <p>Improve student outcomes through targeted, aligned instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administration (monitor PD, PLC alignment, and Tier I instruction fidelity); Instructional Coaches (support teachers in implementing aligned instructional practices); All Staff (participate in aligned PD and PLCs and apply frameworks in instruction).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | <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 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  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 1:</b> Use walkthrough data to guide staff professional development sessions, focusing on the RISD Learning Framework and strategies to enhance Tier I instruction. Analyze trends in classroom observations to target PD that addresses gaps and reinforces best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve the quality of Tier I instruction, with at least 90% of lessons reflecting high-quality instructional practices.</p> <p>Increase student achievement, as measured by STAAR results, with targeted growth in areas identified through walkthrough data.</p> <p>Promote data-driven professional growth among staff, ensuring PD is responsive and effective.</p> <p><b>Staff Responsible for Monitoring:</b> Administration (analyze walkthrough data, coordinate targeted PD, monitor classroom implementation); Instructional Coaches (deliver PD, provide follow-up support, track teacher growth); All Staff (participate in PD and apply strategies in instruction).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative                                      |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  | <div><div></div></div> <div>Considerable</div> |     |     |           |
| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>   |  |     |     |           |



**Goal 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  |     |     |           |
|---|--|-----|-----|-----------|
| <p><b>Strategy 1:</b> Use Advisory lessons to explicitly teach and reinforce AVID strategies, such as note-taking, organizational skills, and goal-setting. Monitor student engagement and completion of AVID activities through weekly checks and periodic assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase college readiness skills for all students, with at least 80% of students demonstrating mastery of targeted AVID strategies.</p> <p>Promote consistent use of AVID strategies across content areas to support academic success.</p> <p>Strengthen student self-efficacy, organizational skills, and preparedness for postsecondary education.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff (deliver AVID lessons in advisory, reinforce strategies in classrooms); Counselors (support AVID integration and track student engagement); Campus Administration (monitor implementation and review student progress).</p> <p><b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative                                      |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
|   | <div><div></div></div> <div>Considerable</div> |     |     |           |






| Strategy 2 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Counselors facilitate Personal Graduation Plans (PGPs) for all 8th-grade students, reviewing academic progress, course selections, and postsecondary goals. Ensure each plan is documented, signed by students and parents, and reviewed quarterly to adjust for changes or additional support needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure 100% of 8th-grade students have completed and up-to-date Personal Graduation Plans.</p> <p>Increase student awareness of graduation requirements and postsecondary pathways.</p> <p>Gather feedback through student surveys to assess understanding and satisfaction with the PGP process.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors (facilitate PGPs, track completion, provide guidance and updates); Campus Administration (monitor PGP implementation and compliance); Teachers (support students in meeting goals outlined in PGPs).</p> <p><b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p>  | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  |  <p>Moderate Progress</p> |     |     |           |
| Strategy 3 Details   | Reviews  |     |     |           |
| <p><b>Strategy 3:</b> Increase enrollment in College and Career Readiness (CCR) classes to expose students to potential high school career pathways. Track enrollment trends, ensure course offerings meet student interest, and provide guidance for students to select pathways aligned with their skills and goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student awareness and capacity to make informed career choices, targeting at least 80% of students exploring multiple pathways.</p> <p>Ensure students are prepared to select high school courses that align with future career and postsecondary plans.</p> <p>Strengthen student engagement and long-term planning for academic and career success.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors (guide course selection, track enrollment, advise students on pathways); Campus Administration (monitor CCR enrollment trends and program effectiveness); Teachers (support CCR instruction and career exploration activities).</p> <p><b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  |  <p>Some Progress</p>     |     |     |           |

| Strategy 4 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 4:</b> Collaborate with Lake Highlands High School (LHHS) and Magnet High School to educate students on specific Career and Technical Education (CTE) pathway opportunities within RISD. Provide informational sessions, campus visits, and guidance materials to students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase CTE enrollment at the high school level, targeting at least a 10% growth from the previous year.</p> <p>Improve student understanding of available career pathways and postsecondary opportunities.</p> <p>Ensure students make informed choices aligned with skills, interests, and future goals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors (coordinate sessions, track student engagement, and monitor enrollment trends); Campus Administration (support collaboration with high schools and monitor impact); Teachers (support student exploration of career pathways through classroom integration).</p> <p><b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   | <br>Considerable |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>   |   |     |     |           |

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

**Performance Objective 4:** Embed Lead4ward and ELLevation strategies into regular classroom instruction.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
|   | Formative                                       |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Reinforce the use of Lead4ward and ELLevation strategies during PLCs by reviewing lesson plans, analyzing student data, and modeling instructional techniques. Provide coaching and feedback to ensure consistent application across all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase quality of Tier I instruction, with at least 90% of lessons aligned to Lead4ward and ELLevation strategies.</p> <p>Improve academic performance for all students, particularly English Learners, through targeted, data-driven instruction.</p> <p>Strengthen teacher capacity and consistency in instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administration (monitor PLC implementation, provide feedback, track fidelity); Instructional Coaches (support teachers in applying strategies, model lessons, provide follow-up coaching); All Staff (participate in PLCs and implement strategies in instruction).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | <div><div></div></div> <div>Some Progress</div> |     |     |           |

| Strategy 2 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Target Lead4ward and ELLevation strategies in campus professional development (PD) sessions to build teacher capacity. Focus on instructional planning, student engagement techniques, and data-driven practices to improve Tier I instruction. Monitor teacher implementation through walkthroughs and feedback cycles.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in Lead4ward and ELLevation strategies, aiming for 100% participation in PD and measurable application in classrooms.</p> <p>Improve student engagement and achievement, particularly for English Learners.</p> <p>Strengthen the overall quality and consistency of Tier I instruction campus-wide.</p> <p><b>Staff Responsible for Monitoring:</b> Administration (oversee PD, monitor teacher implementation, provide feedback); Instructional Coaches (deliver PD, support teacher application, analyze classroom data); All Staff (participate in PD and implement strategies in instruction).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
|   |  <p>Some Progress</p> |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>   |  |     |     |           |

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

**Performance Objective 5:** Implement district curriculum documents and resources with fidelity to ensure a guaranteed and viable curriculum.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Train PLC leads in "Unpacking" the Instructional Focus Document (IFD) to ensure high-quality planning and accurate identification of essential TEKS. Provide modeling, coaching, and follow-up sessions to ensure PLC leads can guide their teams effectively.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve the quality of Tier I instruction, with at least 90% of lessons aligned to essential TEKS.</p> <p>Ensure consistent understanding and application of standards across all grade levels and content areas.</p> <p>Strengthen PLC effectiveness and collaborative instructional planning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration (observe PLCs, provide feedback, monitor lesson alignment); PLC Team Leads (facilitate team planning, ensure TEKS are accurately unpacked); Instructional Coaches (support PLC leads, model best practices, provide follow-up coaching).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 3:** We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.


**Performance Objective 6:** Utilize district wide professional development days to support and train teachers on the Learner Growth Experience.


| Strategy 1 Details   | Reviews   |     |     |           |
|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Create an accountability system to ensure 100% teacher attendance at District Wide Day (DWD). Track participation, follow up with absences, and provide documentation to link attendance with professional growth and Learner Growth Experience implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure all teachers attend DWD sessions to increase capacity for implementing Learner Growth Experiences.</p> <p>Promote consistent application of professional development content in classrooms.</p> <p>Strengthen instructional practices and student outcomes through fully engaged staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administration (track attendance, follow up on absences, monitor implementation); LHJH Instructional Coaches (support teachers in applying DWD content in instruction); All Staff (participate in DWD sessions and implement strategies).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 3:** We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

**Performance Objective 7:** Build the capacity of teachers and campus leaders through targeted professional development, coaching, and differentiated support aligned to experience level and effectiveness.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
|   | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Build targeted professional development (PD) sessions for Staff Development Days, focusing on effective instructional resources, digital tools, and strategies to enhance Tier I instruction. Incorporate hands-on practice, modeling, and follow-up support to ensure application in classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the quality of Tier I instruction, with at least 90% of teachers effectively implementing learned strategies.</p> <p>Improve student engagement and achievement through the use of aligned resources and tools.</p> <p>Strengthen teacher capacity and instructional consistency across content areas.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff (participate in PD and apply strategies in instruction); Instructional Coaches (deliver PD, provide support, monitor implementation); Administration (track PD participation, observe classroom application, provide feedback).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | <div><div></div></div> <div>Moderate Progress</div> |     |     |           |






| Strategy 2 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Examine walkthrough data regularly to determine the professional development (PD) needs of staff in relation to the Learner Growth Experience. Use findings to plan targeted PD sessions that address instructional gaps and reinforce Tier I instruction strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the quality and relevance of PD, ensuring at least 90% of sessions address identified instructional needs.</p> <p>Improve Tier I instruction quality, resulting in measurable gains in student engagement and achievement.</p> <p>Promote a data-driven approach to staff development and instructional improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration (analyze walkthrough data, identify PD needs, monitor implementation); Instructional Coaches (support teachers, deliver targeted PD, follow up on application); All Staff (participate in PD and implement strategies in classrooms).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  |  <p>Moderate Progress</p> |     |     |           |

| Strategy 3 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <p><b>Strategy 3:</b> Implement a comprehensive capacity-building plan to strengthen teacher and leader effectiveness, with a focus on improving instruction for all students, including special populations. Provide targeted professional development, coaching cycles, modeling, and feedback to ensure high-quality Tier I instruction and differentiated strategies for diverse learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher retention, aiming for at least 90% of staff returning year over year.</p> <p>Increase evidence of standards-aligned, rigorous Tier I instruction, as measured by walkthrough tools and lesson plan analysis.</p> <p>Ensure teachers demonstrate improved planning and instructional adjustments to meet the needs of special populations.</p> <p>Improve student outcomes, including measurable academic gains for all students, particularly special populations, as shown by formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Area Superintendent (monitor capacity-building implementation and outcomes); Principal and Assistant Principals (observe instruction, provide feedback, support teacher growth); Instructional Coaches (deliver targeted coaching, model instructional strategies, support teacher adjustments).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>- Additional Targeted Support Strategy</b></p> | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
|   |  <p>Moderate Progress</p> |     |     |           |

| Strategy 4 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 4:</b> Ongoing PLC-based PD, instructional strategy workshops, and content-specific coaching cycles, differentiated for experience level and effectivenessProfessional Development Plan:<br/>Principal Manager: Leadership coaching sessions, delivered monthly by School Leadership Department.<br/>Principal: District-led principal development sessions and one-on-one coaching with Principal Manager.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers demonstrate rigorous Tier I instruction aligned to standards. Differentiated support leads to measurable improvements for inexperienced or ineffective teachers. Evidence of effective instruction for EL, SPED, and other special populations. Senior Leadership Meetings that occur weekly to discuss student data and teacher concerns. Monthly PD aligned to campus instructional focus. Inexperienced (&lt;2 years) or ineffective teachers will receive additional classroom observations targeted coaching, and model lesson support. Experienced/effective teachers will engage in advanced PLC protocols, peer coaching, and leadership opportunities. Evaluation Tools: Classroom Walkthrough entered into Strive to monitor implementation. Look-fors: Aligned lesson internalization, evidence of student engagement, use of data to adjust instruction, and support strategies for special populations. Observation &amp; Feedback Frequency: All teachers will receive at least one observation and feedback cycle one in the fall and one in the spring. Ineffective teachers will receive weekly observations and feedback. Special Populations Support: Targeted training on differentiation, accommodations, and progress monitoring for ELs, SPED, and At-Risk students delivered by campus SPED/ESL specialists and district specialists.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principals<br/>Instructional Coaches</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br/>- <b>Additional Targeted Support Strategy</b></p> | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  |  <p>Some Progress</p> |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>  |  |     |     |           |



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

**Performance Objective 8:** Identify instructional opportunities in teacher created classroom experiences for the defined priority goal strands for staff and students.

| Strategy 1 Details   |  | Reviews  |     |     |           |
|--|--|--|-----|-----|-----------|
| <b>Strategy 1:</b> Attend PLCs regularly to identify opportunities to create more impactful Learner Growth Experiences. Use data, lesson plans, and teacher input to recommend adjustments that increase student engagement and learning outcomes.<br><b>Strategy's Expected Result/Impact:</b> Increase student engagement, with at least 85% of students demonstrating active participation in targeted lessons.<br><br>Ensure PLC discussions directly influence instructional planning and classroom practices.<br><br>Promote consistent application of strategies that enhance student learning experiences across all grade levels.<br><b>Staff Responsible for Monitoring:</b> Admin Team (observe PLCs, provide guidance, monitor implementation); Instructional Coaches (support teachers in applying recommendations, track student engagement outcomes); All Staff (apply PLC-driven adjustments in instruction).<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction |  | Formative  |     |     | Summative |
|  |  | Nov  | Jan | Mar | June      |
|  |  | <br>Some Progress |     |     |           |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</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:** Ensure all Advance and GT teachers complete their 30 hours of G/T foundational training or 6 hour update.

| Strategy 1 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 1:</b> Create a system to document all completed GT (Gifted and Talented) training hours, ensuring accurate records are maintained and communicated with district officials. Provide reminders, check-ins, and verification processes to track teacher completion.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure 100% of teachers complete required GT training hours.</p> <p>Maintain accurate and up-to-date documentation for district compliance.</p> <p>Promote teacher growth and capacity to support GT students effectively.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches (track GT training completion, provide reminders, support teachers); Department Chairs (verify documentation, communicate updates to district officials); Administration (oversee compliance and support accountability).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  |  <p>Some Progress</p>   |     |     |           |
| Strategy 2 Details   | Reviews  |     |     |           |
| <p><b>Strategy 2:</b> Create a system of approval for the 6-hour GT (Gifted and Talented) update, ensuring teachers submit quality evidence of training completion and/or implementation in the classroom. Review submissions for accuracy and provide feedback when necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve 100% teacher completion of the 6-hour GT update.</p> <p>Ensure high-quality evidence of implementation to support instructional practices for GT students.</p> <p>Maintain compliance with district GT requirements and standards.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches (review submissions, approve updates, provide feedback, and track completion); Department Chairs (support monitoring and ensure quality evidence); Administration (oversee compliance and accountability).</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>  | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  |  <p>Some Progress</p> |     |     |           |



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 10:** Increase P-TECH and CTE student enrollment and retention numbers.

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <p><b>Strategy 1:</b> Partner with Lake Highlands High School (LHHS) to provide opportunities for students to explore and engage in PTECH and CTE courses. Offer informational sessions, campus visits, and guidance materials to ensure students understand course offerings and potential career pathways.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase PTECH enrollment, targeting at least a 10% growth from the previous year.</p> <p>Improve student awareness of CTE and PTECH opportunities to make informed academic and career choices.</p> <p>Strengthen student preparedness for postsecondary education and career pathways.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors (coordinate sessions, guide course selection, track student engagement and enrollment); Campus Administration (support partnerships and monitor enrollment impact); Teachers (support exploration and preparation for PTECH/CTE pathways).</p> <p><b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p> | Formative                                      |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
|   | <div><div></div></div> <div>Considerable</div> |     |     |           |
| <div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>  |  |     |     |           |

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



**Performance Objective 11:** Collaborate with the iTeam for campus support of technology instruction.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Plan and implement at least three days of iTeam support to facilitate learning with technology in alignment with the RISD Learning Framework. Provide modeling, coaching, and hands-on sessions for teachers to integrate technology effectively into Tier I instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase effective technology integration in instruction, with at least 90% of teachers applying learned strategies in their classrooms.</p> <p>Enhance student engagement and learning outcomes through purposeful use of technology.</p> <p>Strengthen teacher capacity to leverage digital tools in support of the Learning Framework.</p> <p><b>Staff Responsible for Monitoring:</b> iTeam Support (plan and facilitate technology sessions, provide coaching); Instructional Coaches (monitor technology integration, support teacher implementation); Administration (observe classrooms, track application, and provide feedback).</p> <p><b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative                                       |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   | <div><div></div></div> <div>Some Progress</div> |     |     |           |

| Strategy 2 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Plan for iTeam on-campus support and professional learning focused on areas of growth identified in the BrightBytes Survey. Provide targeted sessions, coaching, and follow-up support to address gaps and improve technology integration in instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher technology competency, with at least 90% of staff demonstrating improved use of digital tools as measured by follow-up surveys and classroom implementation.</p> <p>Enhance student engagement and learning outcomes through effective technology use.</p> <p>Support continuous improvement in campus technology integration aligned with the Learning Framework.</p> <p><b>Staff Responsible for Monitoring:</b> iTeam Support (deliver targeted sessions, provide coaching, monitor progress); All Staff (participate in professional learning and implement strategies); Administration (observe implementation, review progress, and provide feedback).</p> <p><b>TEA Priorities:</b><br/>Connect high school to career and college</p> <p><b>- ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  |  <p>Some Progress</p> |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>  |  |     |     |           |

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

**Performance Objective 12:** Implement Schoology LMS platform as a tool for facilitating components of the Learning Framework.

| Strategy 1 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <p><b>Strategy 1:</b> Schedule and hold all necessary trainings to ensure teachers can effectively implement Schoology. Provide hands-on sessions, follow-up support, and coaching to ensure consistent and effective use across all classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher capacity in using Schoology, with at least 90% of teachers demonstrating proficiency in the platform.</p> <p>Improve instructional delivery and organization through effective use of Schoology.</p> <p>Enhance student engagement and access to instructional materials via the learning management system.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches (plan and facilitate trainings, monitor implementation); iTeam Support (provide coaching and follow-up support); Administration (observe usage, track teacher proficiency, and provide feedback).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning</p>  | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
|   |  <p>Moderate Progress</p> |     |     |           |
| Strategy 2 Details  | Reviews  |     |     |           |
| <p><b>Strategy 2:</b> Provide parents with information and resources on how to monitor and support student use of Schoology at home. Offer guides, workshops, and ongoing communication to increase parent engagement and understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent awareness and ability to monitor student progress in Schoology, with at least 80% of parents reporting understanding and confidence in using the platform.</p> <p>Strengthen home-school communication and support for student learning.</p> <p>Improve student engagement and accountability through parent involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration (oversee communication, monitor parent engagement); Team (provide resources, host workshops, support parents with technology); Teachers (encourage parent involvement and provide guidance on Schoology use).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
|   |  <p>Considerable</p>    |     |     |           |



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 13:** Implement a PLC structure that ensures curriculum internalization, data-driven instruction, and alignment to student growth goals.






| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> The principal, who has served at LHMS for 5 years and has 2 years of school turnaround experience, will establish and sustain Professional Learning Communities (PLCs) that meet regularly to analyze student data, plan instruction, and ensure fidelity of curriculum implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student outcomes through consistent use of Weekly Planning and Data Meeting protocols.<br/>Strengthened teacher collaboration and alignment of curriculum and assessment practices.<br/>Improved teacher capacity through structured feedback and coaching within PLCs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Instructional Coaches<br/>Assistant Principals</p> <p>PLC Structure:</p> <p>All core content areas meet every other day for 90 minutes. (A/B Block Schedule)<br/>Facilitators: Instructional Coaches assigned to each core content<br/>Attendees: All grade-level/content teachers, Instructional Coaches, and administrators.<br/>Protocols: Material Internalization Protocol from Region X.</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br/>- <b>Additional Targeted Support Strategy</b></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 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  |     |     |           |
|--|--|-----|-----|-----------|
|  | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
| <p><b>Strategy 1:</b> Hold Future 6th Grade sessions to introduce incoming students and families to campus expectations, academic programs, and available supports. Provide interactive presentations, Q&amp;A opportunities, and campus tours to build understanding and trust.</p> <p><b>Strategy's Expected Result/Impact:</b> Build family support and trust, with at least 80% of attending families reporting increased confidence and understanding of campus expectations.</p> <p>Strengthen student readiness and transition to middle school.</p> <p>Promote early engagement and partnership between families and the school.</p> <p><b>Staff Responsible for Monitoring:</b> Administration (plan and facilitate sessions, track attendance, and gather feedback); Counselors (support family engagement and provide guidance); Teachers (participate in sessions and provide program information).</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> |  <p>Some Progress</p> |     |     |           |






| Strategy 2 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Hold a Multicultural Night to celebrate and highlight the diversity of LHMS. Include cultural performances, student-led presentations, and informational booths that engage families and students in learning about different cultures.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase family involvement, targeting at least 75% participation from diverse family groups.</p> <p>Promote understanding and appreciation of cultural diversity among students and families.</p> <p>Strengthen school community connections and foster an inclusive school climate.</p> <p><b>Staff Responsible for Monitoring:</b> Multicultural Committee (plan, organize, and facilitate the event); Administration (support logistics and monitor participation); All Staff (participate and engage with families during the event).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  |  <p>Some Progress</p> |     |     |           |
| <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:** Develop communication strategies to support increased engagement with school community and parents.

| Strategy 1 Details  |  | Reviews   |     |     |           |
|---|--|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Send a weekly school-wide newsletter highlighting important events, achievements, updates, and opportunities at LHMS. Include relevant links, visuals, and calls-to-action to engage families and the school community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent understanding and engagement, targeting at least 80% of families reporting they feel informed about campus activities.</p> <p>Strengthen home-school communication and partnerships.</p> <p>Promote awareness of student achievements, events, and opportunities to participate in campus initiatives.</p> <p><b>Staff Responsible for Monitoring:</b> Principal (oversee content, ensure weekly distribution, and monitor engagement); All Staff (submit content and highlights for inclusion).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>  |  | Formative   |     |     | Summative |
|   |  | Nov   | Jan | Mar | June      |
|   |  |  <p>Moderate Progress</p>  |     |     |           |
| Strategy 2 Details  |  | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Continue the partnership with ForeRunner Mentoring to provide students with academic support, social-emotional guidance, and leadership opportunities. Track participation, progress, and engagement through regular check-ins and mentoring sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement and connectedness, with at least 80% of participating students reporting positive experiences in surveys.</p> <p>Strengthen family awareness of mentoring supports, as reflected in parent surveys.</p> <p>Promote social-emotional growth and academic accountability among mentored students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal (oversee partnership, track engagement, and monitor impact); Counselors (coordinate student participation, support mentor-student matching); Mentoring Program Staff (facilitate sessions and provide feedback).</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools<br/>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> |  | Formative   |     |     | Summative |
|   |  | Nov   | Jan | Mar | June      |
|   |  |  <p>Moderate Progress</p> |     |     |           |

| Strategy 3 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <p><b>Strategy 3:</b> Continually update the school website and marquee to highlight important information, upcoming events, student achievements, and campus initiatives. Ensure updates are timely, accurate, and engaging for families and the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and community engagement, with at least 80% of families reporting they feel informed about school events and updates.</p> <p>Strengthen communication and transparency between the school and families.</p> <p>Promote awareness of student achievements and campus initiatives to build school pride.</p> <p><b>Staff Responsible for Monitoring:</b> Administration (oversee content accuracy, monitor updates, and track engagement, maintain website and marquee content); All Staff (submit content and event updates for dissemination).</p> <p><b>TEA Priorities:</b><br/>           Improve low-performing schools<br/> <b>- ESF Levers:</b><br/>           Lever 3: Positive School Culture</p> | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  | <br>Some Progress |     |     |           |
| <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>  |  |     |     |           |

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


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






| Strategy 1 Details  |  | Reviews  |     |     |           |
|---|--|--|-----|-----|-----------|
| <b>Strategy 1:</b> Evaluate recurring resources and supplies to maximize budget utilization by reviewing usage data, prioritizing high-impact materials, and eliminating low-value or underused items. Implement a tracking system to monitor spending and effectiveness.<br><br><b>Strategy's Expected Result/Impact:</b> Ensure more impactful use of resources, with at least 90% of budgeted items directly supporting instructional and student needs.<br><br>Limit wasted supplies and reduce unnecessary expenditures.<br><br>Increase efficiency in resource allocation across all departments.<br><b>Staff Responsible for Monitoring:</b> Executive Assistant (review inventory, track resource usage, and recommend adjustments); Principal (oversee budget alignment, approve purchases, and monitor impact); Department Chairs/ Teachers (submit requests and provide feedback on resource effectiveness).<br><br><b>ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning |  | Formative  |     |     | Summative |
|   |  | Nov  | Jan | Mar | June      |
|   |  | <br>Moderate Progress |     |     |           |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</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 2:** Provide a safe, comfortable, and well-maintained environment at all campuses.

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






| Strategy 1 Details   |  | Reviews  |     |     |           |
|--|--|--|-----|-----|-----------|
| <b>Strategy 1:</b> Create and submit work orders promptly to address maintenance, repairs, and facility needs, ensuring timely completion and minimal disruption to school operations. Track work order status and follow up as necessary.<br><br><b>Strategy's Expected Result/Impact:</b> Increase building efficiency, ensuring at least 95% of submitted work orders are completed within the designated timeline.<br><br>Reduce downtime and disruptions in classrooms and common areas.<br><br>Promote a safe, functional, and well-maintained learning environment for staff and students.<br><b>Staff Responsible for Monitoring:</b> AP Secretary (submit and track work orders, follow up on completion); Building Assistant Principal (monitor facility needs, oversee work order completion); Maintenance Staff (complete work orders in a timely manner).<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br>- <b>ESF Levers:</b><br>Lever 3: Positive School Culture |  | Formative  |     |     | Summative |
|  |  | Nov  | Jan | Mar | June      |
|  |  | <br>Moderate Progress |     |     |           |

| Strategy 2 Details  | Reviews  |     |     |           |
|---|--|-----|-----|-----------|
| <p><b>Strategy 2:</b> Collaborate with custodial staff to ensure the building is maintained to high standards of cleanliness and safety. Conduct regular inspections, address concerns promptly, and establish clear communication for ongoing maintenance needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain a safe and clean learning environment, with at least 95% of areas meeting cleanliness and safety standards during inspections.</p> <p>Reduce safety hazards and enhance student and staff well-being.</p> <p>Promote a positive and professional campus climate.</p> <p><b>Staff Responsible for Monitoring:</b> Custodial Staff (perform cleaning and maintenance tasks, report issues); Principal (oversee building conditions, coordinate with custodial staff, and monitor compliance with safety and cleanliness standards); Administration (conduct periodic walkthroughs and inspections).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative  |     |     | Summative |
|   | Nov  | Jan | Mar | June      |
|   |  <p>Moderate Progress</p> |     |     |           |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>   |  |     |     |           |

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

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

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

| Strategy 1 Details   | Reviews  |     |     |           |
|--|--|-----|-----|-----------|
| <b>Strategy 1:</b> Facilitate collaboration between on-campus technology tech and campus staff/admin to ensure reliable and effective campus technology infrastructure. Conduct regular audits, address technical issues promptly, and provide proactive maintenance to support instruction.<br><br><b>Strategy's Expected Result/Impact:</b> Ensure technology reliability, aiming for at least 95% uptime for devices, networks, and instructional tools.<br><br>Reduce instructional disruptions due to technology failures.<br><br>Strengthen teacher and student capacity to integrate technology effectively into learning.<br><b>Staff Responsible for Monitoring:</b> Campus Tech Staff (monitor, maintain, and troubleshoot technology systems); Admin (support infrastructure, provide updates, and ensure network reliability); Administration (coordinate priorities, monitor system performance, and track resolution of issues).<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative  |     |     | Summative |
|  | Nov  | Jan | Mar | June      |
|  | <br>Moderate Progress |     |     |           |
| <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</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 4:** 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.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|---|-----|-----|-----------|
| <p><b>Strategy 1:</b> Assign clear responsibilities to staff for conducting building inspections and monitoring energy utilization. Implement a schedule for regular walkthroughs, identify maintenance needs, and track resolution of issues to ensure a safe and efficient campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease the number of building issues that go unresolved, aiming for 95% of identified issues addressed within designated timelines.</p> <p>Improve energy efficiency and reduce unnecessary utility costs.</p> <p>Maintain a safe, functional, and well-maintained learning environment for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Building Assistant Principal (oversee inspections and track issue resolution); AP Secretary (coordinate with staff to address facility concerns); Principal (monitor overall building operations, energy usage, and accountability).</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative   |     |     | Summative |
|   | Nov   | Jan | Mar | June      |
|   | <div> <div></div> <div>Moderate Progress</div> </div> |     |     |           |
| <div> <div></div> No Progress <div></div> Accomplished <div>→</div> Continue/Modify <div>✗</div> Discontinue </div>   |   |     |     |           |