

Richardson Independent School District

Moss Haven Elementary

2025-2026 Campus Improvement Plan



Mission Statement

The mission of Moss Haven Elementary is to grow lifelong learners by meeting the needs of all in a positive learning environment.

Vision

To create a culture in which our students, staff, and community are equipped with resources and confidence to take ownership of their learning and growth.

Value Statement

Character:Collaboration:Courage:Ownership:

Table of Contents

Comprehensive Needs Assessment 4

 School Processes & Programs 4

 Perceptions 6

Priority Problem Statements 7

Comprehensive Needs Assessment Data Documentation 8

Goals 9

 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 9

 Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies. 29

 Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff. 31

 Goal 4: We will create opportunities to ensure engagement with community members in RISD. 47

 Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action. 50

Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

Moss Haven teachers are highly qualified professionals who are committed to all students connecting, growing, learning and succeeding.

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

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

- Advanced Academics
- Career and Technical Education
- Clubs and Organizations (Beta Club, Choir, Cheer, Spanish Club, Card Club, as well as student-led clubs)
- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services; Depth and Complexity
- On Campus Professional Development
- Response to Intervention
- School Health Advisory Council
- Special Education Services
- Student Services

School Processes & Programs Strengths

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

MHE is committed to working collaboratively to support student growth and achievement and are committed to the PLC process and have embraced the four questions of effective PLCs. Our schedule offer opportunities for teachers and staff to work collaboratively to meet the needs of students, including

planning for double PLC meeting time quarterly.

Our campus culture supports a positive learning environment where students academic as well as social and emotional needs are met. Teachers, Counselors, and Administration will meet regularly to discuss the need of students, how to support them, and the response to intervention.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Processes and Programs need to continue to promote positive school culture and meet the social, emotional, and behavioral needs so all students can grow and achieve success.

Root Cause: Stakeholders lack ownership of processes currently in place to support student behavior and classroom management.

Perceptions

Perceptions Summary

MHE is committed to providing a supportive and positive culture among students, staff, families, and community. We value building connections among our students, teachers, and families to build a culture in which all stakeholders are happy to participate in. The majority of staff and families feel that the school leadership is accessible to them and available to support them and help with problem-solving. Our PTA is active and advocates for our teachers and students, hosting community events and providing resources for families.

Perceptions Strengths

100% of parents survey report that there is a staff member at MHE their child can go to for help with a problem. 100% also reported that they believe teachers and staff believe that all children can learn.

97% of staff agree strongly agree that they would recommend someone to work at Moss Haven.

100% of teachers understand their role in implementing the school's key actions, with 97% agreeing that they have the resources to do their jobs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 15% of staff perceive that MHE does not have an effective leadership team.

Root Cause: While many members of staff have engaged in the PLC process, some continue to hold on to former ways of thinking and planning

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Staff surveys and/or other feedback

Goals

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

Performance Objective 1: Ensure all students have a school/home connection (club, extra curricular, activity, an adult at school).

Evaluation Data Sources: guidance survey regarding trusted adult at school (October, February)

Strategy 1 Details	Reviews			
Strategy 1: Student Support Specialist works with teachers to identify students in need of adult mentor. 100% of these students will be paired with a mentor. SSS will train and pair adults with students. Strategy's Expected Result/Impact: Targeted students will experience increased social-emotional support and connection to the school community through consistent mentoring relationships. As a result, students will demonstrate improved attendance, behavior, and academic performance, contributing to overall campus growth and success. Staff Responsible for Monitoring: Student Support Specialist ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 2: Clear and consistent implementation of Emergent Tree Tier 1 and Tier 2 strategies as well as discipline management plan.

High Priority
Evaluation Data Sources: FOCUS, Branching Minds, District EOY Climate Survey results;

Strategy 1 Details	Reviews			
Strategy 1: Administration will use the RISD discipline matrix 100% of the time to guide student discipline decisions, promoting fairness and a safe, orderly school environment. Strategy's Expected Result/Impact: Consistent use of the RISD discipline matrix will ensure equitable and transparent decision-making in student discipline. This will promote a safe and orderly learning environment, reduce disparities in disciplinary actions, and increase student time engaged in instruction, supporting overall academic achievement. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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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: Implement state-required bullying prevention measures in accordance with Board policies to maintain a safe and respectful school environment.

Evaluation Data Sources: FOCUS, Branching Minds, BOY and EOY Climate surveys

Strategy 1 Details	Reviews			
Strategy 1: Staff will deliver bullying prevention lessons and activities aligned with state and Board requirements to promote a safe and respectful school environment 100% of the time. Strategy's Expected Result/Impact: Students will demonstrate increased understanding of bullying, including how to recognize, prevent, and respond appropriately. This will foster a safer, more respectful school climate, reduce incidents of bullying, and support positive social-emotional development and academic engagement Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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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: Ensure educators teach and administratively verify that all Too Good For Drug Lessons are taught.

Evaluation Data Sources: Counselor documentation and walkthroughs during lessons

Strategy 1 Details	Reviews			
Strategy 1: Counselor will teach 100% of the 10 Too Good for Drugs lessons to 4th and 5th grade beginning in September Strategy's Expected Result/Impact: Students in 4th and 5th grade will gain knowledge and skills to make healthy choices, resist peer pressure, and avoid substance use. This proactive education will promote positive decision-making, enhance social-emotional development, and contribute to a safer, healthier school environment. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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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 a communication plan to keep parents informed of bullying incidents, supporting a safe and respectful school environment.

Evaluation Data Sources: Student Code of Conduct, Documentation of RISD Bullying plan

Strategy 1 Details	Reviews			
Strategy 1: Administration will utilize a consistent documentation and follow-up system 100 % of the time to ensure all bullying incidents are accurately recorded and communicated to parents in a timely manner, supporting transparency and student safety. Strategy's Expected Result/Impact: Parents will receive timely and accurate information regarding bullying incidents, enabling them to support their children and partner with the school. This consistent communication will enhance accountability, promote a safer school environment, and reinforce positive student behavior. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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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: Develop and implement a comprehensive plan to teach internet safety and digital citizenship, ensuring students use technology responsibly and safely while supporting a positive and respectful school environment

Evaluation Data Sources: Completion of Student Checklist

Strategy 1 Details	Reviews			
Strategy 1: Teachers will teach and monitor internet safety and digital citizenship to promote responsible and safe technology use 100% of the time. Strategy's Expected Result/Impact: Students will demonstrate responsible, safe, and respectful use of technology, reducing online risks and fostering positive digital citizenship skills that support academic and social-emotional growth. Staff Responsible for Monitoring: teachers; administration ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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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: Monitor and support student immunization compliance of the student body.

Evaluation Data Sources: Health Records

Strategy 1 Details	Reviews			
Strategy 1: The school nurse will communicate with parents regarding student immunization requirements and provide necessary resources and guidance to ensure 100% compliance with health regulations and support student well-being. Strategy's Expected Result/Impact: Parents will receive timely and accurate information about immunization requirements, enabling students to remain compliant with health regulations. This will support overall student health, reduce the risk of vaccine-preventable illnesses, and contribute to a safe school environment. Staff Responsible for Monitoring: Nurse ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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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: Teachers and students will use Schoology (3rd-5th) and Seesaw (K-2nd) to set and track goals, adding one portfolio artifact per quarter to document progress.

Evaluation Data Sources: Schoology; Seesaw

Strategy 1 Details		Reviews			
Strategy 1: 100% of classroom teachers will meet with district instructional technology specialist to collaborate on best practices in using the platforms to set goals for students. Strategy's Expected Result/Impact: Staff will gain increased knowledge and proficiency in using Schoology and Seesaw to set and track student goals. This collaboration will lead to more effective goal-setting practices, improved student engagement, and enhanced academic growth. Staff Responsible for Monitoring: district instructional technology specialist; instructional coaches; classroom teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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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: Campuses will implement an Emergency Cardiac Response round table drill in the fall and an all campus AED drill in February to coincide with heart month.

Evaluation Data Sources: Nurse and PE Coach/Health checklist

Strategy 1 Details	Reviews			
Strategy 1: The Emergency Response Team will convene in December to review procedures and conduct a full-scale emergency drill in February, ensuring all staff are prepared to respond effectively in the event of an emergency. Strategy's Expected Result/Impact: Staff will demonstrate increased preparedness and confidence in responding to emergencies. This planning and practice will enhance campus safety, ensure efficient implementation of emergency procedures, and protect the well-being of students and staff. Staff Responsible for Monitoring: Nurse; administrators	Formative			Summative
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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: Create transition strategies/plans for elementary school to middle school.

Evaluation Data Sources: Counselor documentation

Strategy 1 Details	Reviews			
Strategy 1: Counselor will begin meeting with students in early 2025 to ensure 100% of 5th grade students make plans for middle school transition. Strategy's Expected Result/Impact: Students will develop a clear understanding of middle school expectations and create individualized transition plans, leading to increased confidence, smoother adjustment, and greater academic and social-emotional success during the transition to middle school. Staff Responsible for Monitoring: counselor ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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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: Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY.

Evaluation Data Sources: BOY, MOY, and EOY MAP reports

Strategy 1 Details	Reviews			
Strategy 1: Instructional coaches will build schedules with 100% of classroom teachers based on MAP windows to plan for times for MAP testing Strategy's Expected Result/Impact: Teachers will have clearly coordinated schedules for MAP testing, ensuring that testing occurs efficiently and with minimal disruption to instruction. This planning will support accurate assessment administration, timely data collection, and effective use of results to inform instruction and improve student learning outcomes. Staff Responsible for Monitoring: Instructional Coaches; Classroom teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
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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: Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics by 5-10%.

Evaluation Data Sources: EOY MAP report

Strategy 1 Details	Reviews			
Strategy 1: Employ part time tutor to target students with high achievement and low growth, focusing on growth areas 100% of the time. Strategy's Expected Result/Impact: Targeted students will receive individualized support to address learning gaps and accelerate academic growth. This intervention will help increase student achievement, close performance gaps, and promote higher overall academic outcomes. Staff Responsible for Monitoring: instructional coaches; Accelerated Learning Teacher; tutor ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: The percent of students in third grade who score at the meets level or above will increase to 57% in STAAR Reading and to 52% STAAR Math by June 2026.

High Priority
Evaluation Data Sources: MAP predictive data, district SIM data, STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Students will assess using the I-ready diagnostic and regularly use I-ready to target specific areas of growth Strategy's Expected Result/Impact: Students will make measurable progress in identified areas of need by using I-Ready regularly, leading to increased mastery of academic skills, improved performance on assessments, and enhanced overall learning outcomes. Staff Responsible for Monitoring: classroom teachers; instructional coaches ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: Increase the percentage of English language proficiency growth on TELPAS by 3-8%.

Evaluation Data Sources: Summit data, Ellevation data, TELPAS scores

Strategy 1 Details	Reviews			
Strategy 1: 100% of EB students in 2nd-5th grade will regularly engage with Summit K-12 to practice language skills, reinforcing targeted instruction and supporting measurable growth in English language proficiency as measured by TELPAS. Strategy's Expected Result/Impact: English Learner (EL) students in 2nd-5th grade will demonstrate increased English language proficiency through targeted practice in Summit K-12. This consistent engagement will support measurable growth on TELPAS, strengthen academic language skills, and enhance overall classroom performance. Staff Responsible for Monitoring: Language Acquisition Teacher; classroom teachers of EB students TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: Increase the percentage of emergent bilingual students meeting exit criteria by 3-8% annually through the LPAC process.

Evaluation Data Sources: Summit data, Ellevation data, TELPAS scores

Strategy 1 Details	Reviews			
Strategy 1: Monthly meetings between LAT and AP to review Summit Progress Monitoring scores, Summit usages, and upcoming dates 100% of the months of the school year. Strategy's Expected Result/Impact: Regular collaboration between the LAT and AP will ensure timely monitoring of Summit Progress scores and usage data. This ongoing review will enable data-informed decisions, support targeted interventions, and improve student progress toward English language proficiency and academic growth. Staff Responsible for Monitoring: Language AcquisitionTeacher; Administrators ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: Identify in a timely manner teachers and campus leaders' professional needs, and provide suitable learning opportunities or resources to ensure growth for all teachers, leaders and students.

Evaluation Data Sources: Quarterly Walkthrough Information; Campus professional development calendar and staff feedback; TTESS growth goal

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Leadership Team will conduct 5+ walkthroughs each week and provide targeted professional development to address identified teacher and leader needs, supporting growth for all staff and students. Strategy's Expected Result/Impact: By conducting frequent walkthroughs and providing targeted professional development, the Instructional Leadership Team will identify and address specific instructional needs in real time. This will accelerate teacher and leader growth, strengthen instructional practices, and increase student learning outcomes. Staff Responsible for Monitoring: Instructional Leadership Team ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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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: Increase 2025-2026 attendance rate to 97%.

Evaluation Data Sources: PEIMS reports

Strategy 1 Details	Reviews			
Strategy 1: Monitor student attendance and tardiness quarterly, and proactively communicate with parents 100 % of the time to address concerns, ensuring students maintain consistent school attendance and supporting the goal of a 97% attendance rate for 2025-2026. Strategy's Expected Result/Impact: Proactive monitoring and parent communication will increase student attendance and reduce tardiness, supporting a consistent 97% attendance rate. This will enhance instructional time, promote student engagement, and positively impact academic achievement. Staff Responsible for Monitoring: SDS; administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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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: Identify and progress monitor elementary students in need of intensive intervention in reading, math, behavior, and speech using Branching Minds to ensure growth of 5-10% for all students).

Evaluation Data Sources: MOY and EOY MAP data; STAAR data; Branching Minds data

Strategy 1 Details	Reviews			
Strategy 1: Hold monthly student concern meetings to review data in Branching Minds and provide targeted interventions 100% of the time to support 5-10% growth for students in reading, math, behavior, and speech. Strategy's Expected Result/Impact: Regular review of student data and targeted interventions will ensure students in reading, math, behavior, and speech receive timely support, leading to measurable growth of 5-10% and overall improvement in academic and behavioral outcomes. Staff Responsible for Monitoring: Instructional Coaches; Classroom teachers; Counselors; Administrators ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: We will identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district and monitor progress in Branching Minds with fidelity.

High Priority
Evaluation Data Sources: Progress Monitoring, Regular Student Concerns meetings data, Branching Minds

Strategy 1 Details	Reviews			
Strategy 1: Hold monthly student concern meetings to identify students in need of accelerated learning or intensive intervention, ensure the use of district-determined High Quality Instructional Materials, and monitor progress with fidelity in Branching Minds. 100% of the time Strategy's Expected Result/Impact: 100% of identified students receiving accelerated learning or intensive intervention will have documented progress monitoring in Branching Minds, demonstrating measurable growth toward grade-level standards. Staff Responsible for Monitoring: administrators; Multi-Tiered System of Support (MTSS) lead; instructional coaches; teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: Ensure 100% compliance of quarterly IEP progress monitoring reports for students receiving services through Special Education.







Evaluation Data Sources: Administrator progress monitoring checklist

Strategy 1 Details	Reviews			
Strategy 1: Administrators will ensure 100% accountability based on district-provided compliance reports. Strategy's Expected Result/Impact: Administrators' use of district compliance reports will ensure all staff adhere to required policies and procedures. This accountability will promote consistent implementation of initiatives, maintain regulatory compliance, and support a safe and effective learning environment Staff Responsible for Monitoring: administrators; special education staff ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

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

Evaluation Data Sources: BOY and EOY Climate Surveys

Strategy 1 Details	Reviews			
Strategy 1: Administration will attend 100% targeted district job fairs job fairs and utilize social media platforms to highlight campus culture and opportunities. Strategy's Expected Result/Impact: 100% of targeted vacancies will be filled with highly qualified candidates, and district and campus visibility will increase, resulting in a stronger applicant pool and improved recruitment outcomes. Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Ensure 100% of staff receive regular, meaningful feedback through instructional coaching and observation cycles. Strategy's Expected Result/Impact: 100% of staff will demonstrate growth in instructional effectiveness as measured by observation cycles and coaching documentation, leading to improved student outcomes and overall campus performance. Staff Responsible for Monitoring: Administration and instructional coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 2: Implement targeted strategies to address staff and student climate survey results in order to improve campus culture, engagement, and satisfaction.

- Evaluation Data Sources:** Staff and student climate survey results (pre- and post-intervention)
- Attendance and retention rates
 - Discipline and behavior data
 - Participation rates in campus initiatives and professional development

Strategy 1 Details		Reviews			
Strategy 1: Share 100% climate survey results with staff and students, highlighting strengths and areas for growth. Strategy's Expected Result/Impact: Staff and students will demonstrate increased awareness of campus strengths and areas for growth, leading to more informed participation in initiatives designed to improve school culture and climate Staff Responsible for Monitoring: Administration, Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
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Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 1: Implement the district learning framework to provide all RISD students experiences to develop competencies aligned with the graduate profile, and highlight and produce exemplars to share with central office to create an "exemplar bank"

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

Strategy 1 Details	Reviews			
Strategy 1: Embed Lead4ward strategies into regular classroom instruction 100% of the time. Strategy's Expected Result/Impact: 100% of classrooms will demonstrate consistent use of Lead4ward strategies, resulting in increased student engagement, improved mastery of grade-level standards, and growth in formative and summative assessment performance Staff Responsible for Monitoring: Classroom teachers; instructional coaches; administration ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: Embed the Learner Framework pieces into regular classroom instruction to provide content - based opportunities for student engagement and growth.

Evaluation Data Sources: Walkthroughs and Observations; lesson plans in alignment with RISD curriculum and instruction framework

Strategy 1 Details	Reviews			
Strategy 1: PLCs will incorporate Learner Framework 100% of the time into protocol for planning Strategy's Expected Result/Impact: Staff will consistently apply the Learner Framework during planning to ensure aligned instruction and improved student outcomes. Staff Responsible for Monitoring: administrators; instructional coaches; teaching staff ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: Implement district curriculum documents and resources with fidelity to ensure a guaranteed and viable curriculum. Monitor implementation and work with C&I through any concerns, etc.

Evaluation Data Sources: Walkthroughs and Observations; lesson plans in alignment with RISD curriculum and instruction framework

Strategy 1 Details	Reviews			
Strategy 1: Administrators will conduct walkthroughs monitoring use of district curriculum resources aligning with the rigor of the TEK 100% of the time. Strategy's Expected Result/Impact: Administrators will ensure instructional practices align with district curriculum resources and TEKS rigor, leading to consistent implementation and increased student mastery. Staff Responsible for Monitoring: administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: Lead professional learning that promotes continuous growth and equips all employees and students with the knowledge and skills they need to reach their individual growth goals.

Evaluation Data Sources: Exit forms for campus staff development

Strategy 1 Details	Reviews			
Strategy 1: Instructional leadership team will plan professional learning based on walkthroughs and teacher feedback Strategy's Expected Result/Impact: Professional learning will be targeted to teacher needs 100% of the time, resulting in improved instructional practices and increased student achievement. Staff Responsible for Monitoring: administrators; instructional coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
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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: Provide career inspiration, exploration, and discovery in Pre-K - 5th grades (CTE/CCMR alignment).

Evaluation Data Sources: Documentation of training and use of Defined Learning lessons and strategies; documentation of counselor lessons focused on career exploration

Strategy 1 Details	Reviews			
Strategy 1: 100% of grade levels will implement 1-2 Project-Based Learning units where students explore community roles. Strategy's Expected Result/Impact: Students will engage in meaningful Project-Based Learning experiences that develop understanding of community roles, build collaboration and problem-solving skills, and connect classroom learning to real-world careers. Staff Responsible for Monitoring: classroom teachers; instructional coaches ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: Implement ESL content-based model in PK-5 grades. Utilize Linguistic Acquisition Teachers to support ELLevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs).

Evaluation Data Sources: ELLevation, Summit, TELPAS scores

Strategy 1 Details	Reviews			
Strategy 1: LAT will review ELPS strategies with teachers at the beginning of the year Strategy's Expected Result/Impact: Use of ELPS strategies regularly in instruction Staff Responsible for Monitoring: LAT	Formative			Summative
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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: Implement Schoology and Seesaw LMS platforms as a tool for facilitating components of the Learning Framework. (All trainings provided by the iTeam.)

*Schoology is for students in grades 3-6, Seesaw is for students in PK-2.

Evaluation Data Sources: Documentation of Iteam visits; teacher lesson plans; student work in platform

Strategy 1 Details	Reviews			
Strategy 1: District Iteam specialist will attend PLCs to educate teachers on implementation of both platforms Strategy's Expected Result/Impact: consistent use of schoology and seesaw Staff Responsible for Monitoring: Administrators; instructional coaches	Formative			Summative
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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: Plan for iTeam on campus support and professional learning in identified areas of growth in the BrightBytes Survey.

Evaluation Data Sources: documentation of Iteam visit

Strategy 1 Details	Reviews			
Strategy 1: Iteam member will meet with campus leaders following BrightBytes survey to aide in plan to address 100% of deficits Strategy's Expected Result/Impact: Campus leaders will use BrightBytes survey data to identify and address all areas of need, resulting in targeted action plans that improve staff practices, technology integration, and student outcomes. Staff Responsible for Monitoring: Iteam member; administration; instructional coaches ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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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: Implement with fidelity the Data Driven Instruction protocol and weekly data meetings (specifically as it relates to our priority areas: 3rd Math and Reading)

Evaluation Data Sources: PLC Agendas

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze student demonstrations of learning to develop targeted lesson plans that address student learning gaps 100% of the time. Strategy's Expected Result/Impact: Targeted lessons will address learning gaps and increase student achievement. Staff Responsible for Monitoring: administrators; instructional coaches; teaching staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: Implement with fidelity the PLC protocol and weekly instructional focus planning meetings (specifically as it relates to our priority areas: 3rd Math and Reading)

Evaluation Data Sources: PLC agendas

Strategy 1 Details	Reviews			
Strategy 1: Staff will follow an agenda designed based on PLC protocol 100% of the time. Strategy's Expected Result/Impact: Staff will engage in structured, collaborative planning during PLCs, resulting in aligned instruction, consistent use of best practices, and improved student outcomes. Staff Responsible for Monitoring: instructional coaches; PLC leads TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: Ensure all K-6 elementary teachers complete their 30 hours of G/T foundational training or 6 hours update. 6 hours update trainings are approved by the campus Elementary ALT.

Evaluation Data Sources: staff certificates

Strategy 1 Details	Reviews			
Strategy 1: Advanced Learning Teacher will work with 100% of staff to earn their hours. Strategy's Expected Result/Impact: Staff will teach at an enrichment level for students in need. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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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: Identify instructional opportunities in teacher created classroom experiences for the defined priority goal strands for staff and students, and assist in creating LF exemplars.

Evaluation Data Sources: walkthroughs; lesson plans; student products

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders regularly observe classrooms to identify opportunities where priority goal strands can be highlighted. Strategy's Expected Result/Impact: Instructional leaders will provide actionable feedback and support, leading to targeted professional learning and increased teacher effectiveness. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: Embed ELLevation strategies into regular classroom instruction to provide content-based language instruction in ESL and dual language classrooms, as well as Summit K12 minutes and strategies.

Evaluation Data Sources: walkthroughs; lesson plans

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

Performance Objective 14: Utilize district wide professional development days and early release days to support and train teachers on the Learner Growth Experience.

Evaluation Data Sources: professional development attendance records

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

Performance Objective 15: Focused PD on understanding and using learner experiences in daily instruction.

Evaluation Data Sources: PD attendance records; teacher feedback

Strategy 1 Details		Reviews			
Strategy 1: Train teachers to analyze formative assessment data, student work, and feedback to identify learning patterns and needs 100% of the time. Strategy's Expected Result/Impact: Teachers will analyze student data to plan targeted instruction that addresses learning needs and increases student achievement. Staff Responsible for Monitoring: Instructional Coaches; Teachers; Administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 16: Implement with fidelity the PLC protocol and weekly instructional focus planning meetings (specifically as it relates to our priority areas: 3rd Math and Reading, 7 Math and Reading, Algebra 1 and English 1)

Strategy 1 Details	Reviews			
Strategy 1: Ensure PLC meetings follow a consistent agenda aligned with district PLC protocol, 100% of the time. Strategy's Expected Result/Impact: Teachers will participate in consistent, protocol-aligned PLCs, leading to focused planning and improved student learning. Staff Responsible for Monitoring: Instructional Coaches; Teachers; Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Goal 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1: Provide the opportunity and means for all families to actively engage in the academic and social aspects of school life

Evaluation Data Sources: Use of Talking Points and S'more to provide translation; intentional outreach to all parents to ensure active involvement

Strategy 1 Details	Reviews			
Strategy 1: Weekly newsletter to all parents send via smore that included multiple aspects of campus life Strategy's Expected Result/Impact: Increased home-school connection Staff Responsible for Monitoring: administrator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 2: Increase parent and community engagement by sharing the campus story through district communication tools and local partnerships.

Evaluation Data Sources: RISD Insider media postings; Campus parent and teacher S'more newsletters; PTA partnership, including postings

Strategy 1 Details	Reviews			
Strategy 1: Work with Campus Insider to highlight events at school at least 1 time 100% of the school weeks. Strategy's Expected Result/Impact: increased community - home - school connection Staff Responsible for Monitoring: MHE Campus Insider ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 3: Communication strategies for supporting increased engagement with campus staff, including how you will leverage your new RISD Insider to support increasing communications between the central office and greater RISD community to support your overall campus branding efforts.

Evaluation Data Sources: RISD Insider social media postings

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will use RISD Insider and other district communication tools to provide timely updates, celebrate staff accomplishments, and share campus initiatives, ensuring consistent messaging and strengthening engagement and campus branding among staff and the broader RISD community. Strategy's Expected Result/Impact: Staff and the broader RISD community will receive timely, consistent information about campus initiatives and achievements, resulting in increased engagement, stronger campus branding, and a more connected school community. Staff Responsible for Monitoring: RISD Insider ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 1: Collaborate with Facility Services and the Energy & Sustainability Department 100% of the time to optimize building/campus energy use in an effort to align with the District's Energy Management Plan and lower overall energy consumption.

Evaluation Data Sources: Evidence of lower energy consumption

Strategy 1 Details	Reviews			
Strategy 1: Implement plan from facility services and energy & sustainability to lower energy consumption 100% of the time campus Strategy's Expected Result/Impact: lower energy consumption Staff Responsible for Monitoring: administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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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: District will create and implement a walk-through checklist (non-punitive) for the learning environments both inside and outside a campus. Examples found on the checklist: lights not working, out of date signage, old student work, office is neat and clean work space.

Evaluation Data Sources: Implementation of Work Order form; communication with central staff

Strategy 1 Details	Reviews			
Strategy 1: Create campus checklist regarding classroom and hallways and implement quarterly to ensure safety 100% of the time. Strategy's Expected Result/Impact: environment more conducive to learning Staff Responsible for Monitoring: administrators; executive assitant ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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