

# **Richardson Independent School District**

## **RISD Academy**

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



# **Mission Statement**

To provide a nurturing, positive, sustainable culture that inspires and prepares all stakeholders to connect, learn, grow, and succeed.

# **Vision**

Where ALL scholars are valued, challenged, and encouraged in a caring and collaborative environment.

# **Value Statement**

Respect, Integrity, Service, Determination, Acceptance, Compassion, and Empathy.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Overall the areas of highest needs are:

Consistent staff retention to allow for growth in academics and staff culture survey

Student growth: Below expected measures on measures for MAP, STAAR, TELPAS

Staff growth: Support for non-traditional certified staff such as associate teachers in high need areas - bilingual and special education

Community connections which support both engagement in ways which promote both academic and social emotional support

# Demographics

## Demographics Summary

RISD Academy serves approximately 720 students in grades PK3 - 6. Our demographic makeup includes 89% Hispanic, 5% Black Non Hispanic, 3% White Non Hispanic and 1% Asian. Also to date in September 2025, qualify for Free or Reduced lunch and 3% Reduced as well as % are under the other category. The campus serves a large emergent bilingual and English as Second Langue population of learners including those participating in one way dual language programs. The predomnate second language spoken in homes is Spanish. Average class size is 18 students in PK-3, 22 in grades K-4, and 25 in grades 5-6.

## Demographics Strengths

Our strengths include:

Growing enrollment

Diversity in language and campus focus on bilingualism and biliteracy

Staff diversity mirrors student demographics

# School Culture and Climate

## School Culture and Climate Summary

RISD Academy students enjoy attending school and generally believe the campus is a safe and nurturing learning environment. The campus behavior management will be sustained through the Emergent Tree Best practices including but not limited to Positive Behavior Intervention Support (PBIS) as well as Restorative Practices will help support the success of all students. The campus has a PBIS/SEL committee that focuses on social emotional learning curriculum with the use of Harmony as well as second steps as well as consistent use of emergent tree best practices such as feedback boards. The team also oversees that all our routines (morning arrival, hallway transitions, common areas and dismissal) are planned, practiced and constantly monitored to ensure our culture is similar across campus.

RACD is focused on providing positive and supportive feedback to teachers, staff and students.

## School Culture and Climate Strengths

Our strengths include:

Consistent use of Talking points for communication with parents regarding points earned

Use of feedback boards and class celebrations

Monthly core value award ceremonies

Staff shout outs done by staff for staff weekly

Awards for staff attendance and recognition of staff showing core values as well

Staff embraces the unified direction of the campus

Student MAP growth celebrations after MOY and EOY.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

RISD Academy has used hire practices to ensure that most/all of our teachers are State Certified and receive high quality professional development support from outside service providers to develop their skills so they can support students in a Title One setting. Our teacher demographic are very similar to our students demographics. For the 2025-2026 Academic year, the interview process was followed with fidelity. All applicants went through a series of steps in order for us to find educators who were the best fit for our scholars. Our staff members are asked to attend a series of training prior to the beginning of the school year to set a strong foundation as a staff and a campus (Bilingual Literacy, Texas Reading Academies, Eureka and Amplify Curriculum supports etc).

Reduction of DOI teachers - 0 in 25-26

All Associate teachers enrolled in certification pathways - 7 total (2 Teach for America)

Only 1 ESL waiver - date to test scheduled

## Staff Quality, Recruitment, and Retention Strengths

Retained teachers were placed in identified areas of strength to continue working toward increasing student achievement/success.

Increased focus on TTESS walkthrough and feedback for all teachers/staff

Targeted PLC to support implementation of highly qualified instruction (including internalization and at bats)

9 teachers qualified and receiving Teacher Incentive Allotment

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

RISD Academy will be in the third year of implementation of high quality instructional materials- Eureka and Amplify. We will be in 2nd year implementation of Carnegie for 6th grade Math. Teachers were trained in internalization and participated in PLC's including at bats to enhance instruction. The campus utilizes instructional coaches to support planning and instruction. Class walks are done to observe the quality of curriculum implementation and instruction.

The campus uses leverage leadership best practices for PLC protocols to support PLC and weekly data meetings. Data tracking is done on weekly exit tickets as well as district CIA and mock STAAR testing. We also utilized MAP data beginning, middle and end of year. Student also participated in STAAR and TELPAS assessments.

## Curriculum, Instruction, and Assessment Strengths

RACD moved from comprehensive supports for school improvements to targeted support - largest area of growth was domain 2 student growth

Growth data was analyzed for MAP and student rewards provided (EOY 19th overall for growth across RISD Elementary schools)

Pacing was observed to be mostly on target with Carnegie, Eureka and Amplify

Teachers had increased participation in At Bats/lesson rehearsals and provided each other with input and ideas to enhance lessons

Data such as MAP and TELPAS were used to determine appropriate accommodations and these were provided and monitored for both module, interim and MAP assessments

Campus teachers provided input that we need to use data more systematically going forward



# Family and Community Engagement

## Family and Community Engagement Summary

RISD Academy offers multiple opportunities for family and community engagement, among those we host: meet the teacher, parent conferences, coffee with the principal, literacy night and many more. We have a weekly newsletter that goes out every Friday. Our PTA presence has grown from previous years. We have a Parent Community Outreach Support Specialist(PCOSS) person on campus that supports all parents and families. Based on parent input all classrooms utilize Class Dojo as their primary method of communication. We are going into our 3rd year partnering with Academy4 and 2nd year with Leaders5.

## Family and Community Engagement Strengths

Family newsletter goes out weekly to parents

Positive contact logs per teacher twice a year

Coffee with the principal 4 times a year to update parents on ways to support from home - steady increases in attendance

Parent conferences in the fall, alongside parent learning sessions- addition of Spring

Increased participation on EOY Parent Survey

Parent survey included positive feedback - feel school is safe and student needs are addressed

# School Organization

## School Organization Summary

RISD Academy utilizes a shared leadership approach to decision making. Currently staff participate in one of four committees of their choice: instructional leadership team, logistics, parent engagement and Emergent Tree - PBIS/Social Emotional Learning. Committees meet once per month. The ILT team also has weekly/bimonthly huddles to address trends in instruction and areas needing support.

Staff meeting weekly in professional learning communities. We held 3 multi-tier support system meetings including teachers, admin and support staff look at student growth progress as well as address TIER 3 student needs and accommodations. The campus multidisciplinary evaluation team meets 2x a month to review students in progress of testing or potential new referrals.

## School Organization Strengths

Committees created SMART goals to measure impact

Consistent schedules for professional development, meetings and planning/PLC's

Collaboration among teachers, instructional coaches and administration

# Technology

## Technology Summary

RISD Academy students are 1-1 with IPADS. The campus utilizes procedures for deployment and collection of devices. Classrooms include EPSON projectors. The campus technology instructional specialist attended PLC at the beginning of the school year. Weekly tech tips are shared via newsletter and emphasized in staff weekly s'more.

## Technology Strengths

Training provided for JAMF for teachers to actively monitor student use of devices






Limited cases of damage to devices

# Goals

Revised/Approved: September 29, 2025

**Goal 1:** 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).

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will host clubs each semester. Clubs will be conducted by specials teachers and any teacher willing to volunteer. Club offerings will be targeted for grades 2nd through 6th grade. <b>Strategy's Expected Result/Impact:</b> Students build and develop their school connections with extracurricular activities they might not have access to learn and enjoy otherwise. <b>Staff Responsible for Monitoring:</b> Club sponsors.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
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**Goal 1:** 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 efficient and effective use of State Comp Ed amounts

**Evaluation Data Sources:** Title 1 Budget - expenditures

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> RACD leadership team allocates funds for Title one positions including 3 Instructional Coaches, 3 interventionists (1 Math and 2 Reading), Parent Community liasion positions to support instructional best practices and growth of teachers and staff.  <b>Strategy's Expected Result/Impact:</b> Daily instruction will be of high quality and therefore work to improve academic progress and growth for every learner. Improved home school connections as well as connection with community partners. <b>Staff Responsible for Monitoring:</b> Leadership team, Grant funding department  <b>Title I:</b> 2.51, 2.53 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Allocation of funds for extensions of learning for Title 1 and at risk learners. This includes 11 Saturday Camps and 1 early release day camp.  <b>Strategy's Expected Result/Impact:</b> Closing performance gaps for students. <b>Staff Responsible for Monitoring:</b> Admin and teachers in grades 3-6  <b>Title I:</b> 2.51, 2.52 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** 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:** Clear and consistent implementation of discipline management plan.

**Evaluation Data Sources:** Focus Referrals addressed following the behavior matrix.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will follow the behavior matrix for all students in regards to behavior. <b>Strategy's Expected Result/Impact:</b> There will be consistency in how discipline referrals are processed. <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
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**Goal 1:** 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:** Implement state required bullying prevention requirements consistent with Board policies and procedures.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Prevention plans for bullying, harassment, and dating violence will be in place in accordance with board policies and procedures. <b>Strategy's Expected Result/Impact:</b> Decrease in bullying, harassment and dating violence with the implementation of prevention plans. <b>Staff Responsible for Monitoring:</b> Administrators, counselors and teachers.	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
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**Goal 1:** 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:** Ensure educators teach and administratively verify that all Too Good For Drug Lessons are taught.

**Evaluation Data Sources:** Focus referrals, walkthroughs during SEL

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Scholars are given the opportunity to gain knowledge about drugs and their harmful effects during class with an opportunity to ask questions in a safe and friendly environment. <b>Strategy's Expected Result/Impact:</b> Decrease in vaping/substance incidents reported. <b>Staff Responsible for Monitoring:</b> Counselors, administrators	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 1:** 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 a Communication plan to inform parents of bullying incidents

**Evaluation Data Sources:** Focus bullying reports, parent contact logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Once a bullying event is reported, a careful investigation will be done, and all parties involved will be informed. Documents will be uploaded to Focus for tracking.  <b>Strategy's Expected Result/Impact:</b> Parents will always be informed if a bullying investigation has been started, regardless if the student is the victim or the bully, in accordance will RISD policy to improve safety and security at RISD Academy.  <b>Staff Responsible for Monitoring:</b> Administrators, teachers, counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
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**Goal 1:** 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:** Plan for internet safety/digital citizenship through student technology contracts, apple teacher classroom, and JAMF.

**Evaluation Data Sources:** Walkthrough data, training logs, focus referral data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will actively monitor student technology use and students will have a strong understanding of technology expectations. <b>Strategy's Expected Result/Impact:</b> Decreased incidents of inappropriate use of technology. Digital tools used effectively in daily lessons. <b>Staff Responsible for Monitoring:</b> Teachers and administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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**Goal 1:** 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:** Monitor and support student immunization compliance of the student body.

**Evaluation Data Sources:** Focus immunization records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Frequent and regular checks on immunization records will be completed and when reminding families to complete the opt-in for health services, we will also communicate the importance of current and complete immunizations. <b>Strategy's Expected Result/Impact:</b> By monitoring scholar immunization records and other health data, RISD Academy will support health and wellness needs for all families. <b>Staff Responsible for Monitoring:</b> Administrators, nurse, SDS	Formative			Summative
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<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

**Goal 1:** 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:** Establish and monitor two growth goals: academic and professional.






**Evaluation Data Sources:** Teacher and staff schoology portfolios.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All staff members will establish both a professional and academic goal. The goal is growth for all. <b>Strategy's Expected Result/Impact:</b> Teachers will track both their students and personal growth throughout the school year. <b>Staff Responsible for Monitoring:</b> Administrators.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 1:** 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:** Utilize Schoology & Seesaw for teachers and students to set and track goals. Four artifacts added to the Schoology Portfolio - one per quarter. (All training provided by iTeam.) \*Schoology portfolios are for staff and students in grades 3-6, Seesaw portfolios are for students in grades PK-2.

**Evaluation Data Sources:** Teacher and students portfolios.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hold Quarterly meetings to see both teacher and student progress on their portfolios and goals. <b>Strategy's Expected Result/Impact:</b> Teachers and students grow throughout the school year in both their craft and learning. <b>Staff Responsible for Monitoring:</b> Administrators for teachers and teacher for students.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 1:** 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:** RISD Academy 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. This is an effort to be prepared to respond quickly if a cardiac event should occur on campus.

**Evaluation Data Sources:** Following the safety steps when responding to drill.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers will be trained on how to respond in the event of a cardia event following district expectations. <b>Strategy's Expected Result/Impact:</b> Safety for all staff members working at RISD Academy. <b>Staff Responsible for Monitoring:</b> Nurse and Administrators.		Formative			Summative
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**Goal 1:** 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:** Create transition strategies/plans for elementary school to junior high school.

**Evaluation Data Sources:** Students preparedness for the transition and access to magnet applications.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Junior high campus visits, parent sessions on student class selections and magnet school application process. Parents and students will receive information on advanced level classes and will be encouraged to enroll. <b>Strategy's Expected Result/Impact:</b> More parents and students will have the knowledge of the requirements needed for junior high. <b>Staff Responsible for Monitoring:</b> Administrators, counselors and 6th grade teachers.	Formative			Summative
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**Goal 1:** 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:** Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY.

**Evaluation Data Sources:** MAP completion report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> MAP Window will be communicated to staff and families through multiple avenues and daily completion reports will be shared with staff. We will share with parents the importance of MAP and how it impacts their student during BOY and EOY conferences.  <b>Strategy's Expected Result/Impact:</b> RISD Academy will have data sources to drive goal setting and intervention for all scholars.  <b>Staff Responsible for Monitoring:</b> Teachers, administrators  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 1:** 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 percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics.

**High Priority**  
**Evaluation Data Sources:** MOY and EOY MAP data - achievement and growth summary reports


Strategy 1 Details		Reviews			
<b>Strategy 1:</b> All RACD teachers will hold goal setting conferences with: 1. Students before each testing window to focus on culture of growth. Data trackers will be shared with students and families via student portfolios. 2. Each staff member to review trends for growth and plans to address students not meeting or exceeding growth goals. <b>Strategy's Expected Result/Impact:</b> Students meeting or exceeding growth goals. <b>Staff Responsible for Monitoring:</b> teachers and administrators  <b>Title I:</b> 2.51, 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
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**Goal 1:** 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:** RACD 3rd Grade Board Goals Reading Meets From 18% to 24% and Math from 18% to 24%

Address and increase STAAR performance for 3rd grade students in Reading (2025-26 goal= 57%) and Math (2025-26 goal= 52%) per BOT goals.

**High Priority**  
**Evaluation Data Sources:** STAAR end of year data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> RACD teachers will utilize a TEKS tracker for students in all grades to track performance of high leverage standards both after initial teach as well after established reteach windows. <b>Strategy's Expected Result/Impact:</b> Address student mastery of standards as an ongoing practice, increased growth and overall performance for all learners. <b>Staff Responsible for Monitoring:</b> Teachers, instructional coaches, administrators  <b>Title I:</b> 2.52 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> We will conduct a Data Breakdown meeting with the DCSI, Senior Executive Director of Continuous Improvement and Area Supt.- Data Review (STAAR 2025/TELPAS 2025) with Admin and ILT - September 15, 2025 and after each progress measure check (MAP,. CIA ,iReady data) Anticipated date January 2026 March 2026 <b>Strategy's Expected Result/Impact:</b> Increase student performance <b>Staff Responsible for Monitoring:</b> School Improvement department and campus leadership team  <b>Title I:</b> 2.52, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** 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:** Implement strategies on your campus to ensure a 3-5% growth in math and reading at all elementary grade levels... particularly in 3rd grade board goal grade levels.

**High Priority**  
**Evaluation Data Sources:** STAAR data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> We will conduct a Data Breakdown meeting with the DCSI, Senior Executive Director of Continuous Improvement and Area Supt.- Data Review (STAAR 2025/TELPAS 2025) with Admin and ILT - September 15, 2025 and after each progress measure check (MAP,. CIA ,iReady data) Anticipated date January 2026 March 2026  <b>Strategy's Expected Result/Impact:</b> Increased academic performance <b>Staff Responsible for Monitoring:</b> School improvement department, instructional leadership team.  <b>Title I:</b> 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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**Goal 1:** 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 the percentage of English language proficiency growth on TELPAS by 3-8%.

**High Priority**

**Evaluation Data Sources:** TELPAS and Summitt K-12 progress measures.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Each Emergent bilingual and English as second language learner will be knowledgeable of their current performance levels in order to goal set for growth. Instruction and interventions/enrichments including the use of Summitt K-12 and small group instruction will target student needs to show growth based on TELPAS proficiency descriptors. <b>Strategy's Expected Result/Impact:</b> Increased English proficiency and growth in TELPAS levels for every learner <b>Staff Responsible for Monitoring:</b> teachers, language acquisition teachers, administrators  <b>Title I:</b> 2.51, 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
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**Goal 1:** 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 the percentage of emergent bilingual students meeting exit criteria by 3-8% annually through the LPAC process.

**Evaluation Data Sources:** TELPAS Spring results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identification of students by class and grade level within range for exit criteria. Goal setting and regular progress checks to move students towards levels of Advanced High per the proficiency level descriptors. <b>Strategy's Expected Result/Impact:</b> Student reclassification and success in academic areas <b>Staff Responsible for Monitoring:</b> teachers, administrators, language acquisition teachers  <b>Title I:</b> 2.52 <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 1:** 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:** Address student groups for Targeted Support or Additional Targeted Support once we receive the accountability ratings, and monitor performance and adjust as needed throughout the school year.

**High Priority**

**Evaluation Data Sources:** CIA, MAP, STAAR and TELPAS data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Target groups established based on growth and performance data and are assigned to variety of interventions/ accelerations including small group supports, after school tutorials, Saturday camps. Groups are progressed monitored and tracked via formative and summative data for any adjustments needed.  <b>Strategy's Expected Result/Impact:</b> Increased academic performance and growth <b>Staff Responsible for Monitoring:</b> teachers, interventionists and administrators  <b>Title I:</b> 2.52 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
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**Goal 1:** 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:** 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:** Teacher walkthroughs and campus observation trends.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Uncertified teachers are tiered at level 3 - they receive a round of feedback weekly or biweekly based on data review and progress of action steps in campus tracker.  Each teacher will receive one round of observation feedback from IC, admin team (principal and assistant principal every 1-2 weeks) <b>Strategy's Expected Result/Impact:</b> Growth for all teachers. Consistent feedback to support teachers tier 1 instruction. <b>Staff Responsible for Monitoring:</b> Administraros and instructional coaches.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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**Goal 1:** 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:** In cases where the 2024-25 attendance rate of campus is between 93% and below 96%, an improvement of at least 0.5 over the 2024-25 rate is expected.






**Evaluation Data Sources:** Average Daily Attendance in Focus.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will celebrate and encourage attendance efforts for all students. We will do so by celebrating perfect attendance for students every month during our SHINE awards. Teachers will call parents who have 2 or more consecutive absences and track interventions on Focus.  <b>Strategy's Expected Result/Impact:</b> Students are excited and eager to come to school. <b>Staff Responsible for Monitoring:</b> All staff  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
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**Goal 1:** 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:** 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:** CIA, weekly data meetings and exit tickets.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Student goal setting and tracking (STAAR, TELPAS, MAP) and student plans (IEP/504) K-6 teachers, Instructional Support Staff 1 day- August 8, 2025- Campus Admin, District Academic Facilitator  Data Breakdown with the DCSI, the Senior Executive Director of Continuous Improvement and the Area Supt.- Data Review (STAAR 2025/TELPAS 2025) with Admin and ILT - September 15, 2025 and after each progress measure check (MAP,. CIA ,iReady data) Anticipated date January 2026 March 2026  <b>Strategy's Expected Result/Impact:</b> Students receive the needed interventions to close their specific gaps. <b>Staff Responsible for Monitoring:</b> Administrators, interventionist and teachers.  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
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**Goal 1:** 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:** Campuses will identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district and monitor progress in Branching Minds with fidelity.

**Evaluation Data Sources:** Students progress on CIA and exit tickets evidenced by targeted intervention documented in Branching Minds

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Student goal setting and tracking (STAAR, TELPAS, MAP) and student plans (IEP/504) K-6 teachers, Instructional Support Staff 1 day- August 8, 2025- Campus Admin, District Academic Facilitator  Data Breakdown with the DCSI, the Senior Executive Director of Continuous Improvement and the Area Supt.- Data Review (STAAR 2025/TELPAS 2025) with Admin and ILT - September 15, 2025 and after each progress measure check (MAP, CIA ,iReady data) Anticipated date January 2026 <b>Strategy's Expected Result/Impact:</b> Students and staff will know exactly what their goals are and what they are working towards. <b>Staff Responsible for Monitoring:</b> Administrators and ILT.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

**Goal 1:** 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.

**Evaluation Data Sources:** Minutes served per students.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Meet as a special education team every two weeks to ensure all student receiving services are on track to receive their quarterly monitoring reports. <b>Strategy's Expected Result/Impact:</b> Staff will be in compliance and students would receive their progress on IEP goals. <b>Staff Responsible for Monitoring:</b> Special education team and Admin	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 2:** Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

**Performance Objective 1:** Strategies to address T-TESS calibration and inter-rater reliability among evaluators.

**Evaluation Data Sources:** Walkthroughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 2:** Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

**Performance Objective 2:** Targeted strategies to reduce campus turnover by 5%.

**Evaluation Data Sources:** Resignation letters, transfer pool applications, updates to staff roster

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> RISD Academy will provide ongoing professional development in relevant ways such as New Teacher Academy and RACD Learns, in addition to mentor support to promote staff retention. <b>Strategy's Expected Result/Impact:</b> RISD Academy staff retention will increase and supports will be provided to alternate teachers such as associate teachers and DOI teachers. <b>Staff Responsible for Monitoring:</b> Mentors, administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 2:** Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

**Performance Objective 3:** Strategies to address climate survey results.

**Evaluation Data Sources:** Climate survey completion report, climate survey responses

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> After the BOY and EOY staff climate survey window closes, ILT will meet to categorize, prioritize, and address campus needs and areas of opportunity. <b>Strategy's Expected Result/Impact:</b> 100% staff completion on the BOY and EOY climate survey, concerns raised in the climate survey results will be addressed to support and retain staff <b>Staff Responsible for Monitoring:</b> Administrators, ILT	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 3:** 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"

**Evaluation Data Sources:** Walkthroughs, accountability data, climate survey results, board goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development to all staff about the learning framework <b>Strategy's Expected Result/Impact:</b> Students will experience hands-on, meaningful learning that will be shared with central office <b>Staff Responsible for Monitoring:</b> Administrators, ILT, teachers  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 3:** 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 & monitor Lead4ward strategies into regular classroom instruction.

**Evaluation Data Sources:** Walkthroughs

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Incorporate and model, as needed, lead4ward strategies during PLC I when planning for instruction of HQIM. <b>Strategy's Expected Result/Impact:</b> Teachers will be prepared to deliver instruction with a variety of engaging activities and strategies to teach everyday instruction. <b>Staff Responsible for Monitoring:</b> Administrators, teachers, ICs  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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**Goal 3:** 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:** 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, Summit K-12 progress measures TELPAS results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Each staff member will receive monthly training on Ellevation strategies for success in RACD Learns sessions as well modeling in PLC's weekly for opportunities for implementation. <b>Strategy's Expected Result/Impact:</b> High leverage strategies internalized and utilized with consistency <b>Staff Responsible for Monitoring:</b> Multilingual department, language acquisition teachers, instructional coaches, adminstration  <b>Title I:</b> 2.52 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 3:** 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 the Learner Framework pieces into regular classroom instruction to provide content - based opportunities for student engagement and growth.

**Evaluation Data Sources:** Walkthrough and formal observation data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> RACD teachers will internalize and implement high quality instructional materials (Amplify and Bluebonnet) as well as RISD Science and Social studies as designed with opportunities for ignite, wonder/discover, collaboration, apply/ create and reflection  <b>Strategy's Expected Result/Impact:</b> Increased engagement and academic performance <b>Staff Responsible for Monitoring:</b> teachers, instructional coaches, administrators  <b>Title I:</b> 2.51, 2.52 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 3:** 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 highly qualified instructional materails (Amplify and Bluebonnet) curriculum documents and resources with fidelity to ensure a guaranteed and viable curriculum. Monitor implementation and work with C&I through any concerns, etc.

**High Priority**  
**Evaluation Data Sources:** Walkthroughs, PLC calendars agendas

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Through Region 10, RACD will hold School Improvement Progress Performance Management Walks (e.g., pacing, implementation and, effectiveness) 2X per year, one Fall and Spring and SFI, Region 10 - Co-observations for HQIM Implementation (Patricia Chavez) - 4x Annually - ILT, Campus Admin, 6 classrooms - 9/17/25 - May 2026 <b>Strategy's Expected Result/Impact:</b> Alignment to state standards therefore increasing student master of grade level standardss <b>Staff Responsible for Monitoring:</b> teachers, instructional coaches, adminstration  <b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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**Goal 3:** 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:** 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.

**High Priority**  
**Evaluation Data Sources:** Observation and Feedback tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly Coaching Rounds with DCSI and campus principal for DDI (data driven instruction), OF (observation and feedback), and lesson Internalization. These rounds are directly for building principal capacity for the personal action steps or improving effectiveness <b>Strategy's Expected Result/Impact:</b> Increased high quality instruction, improved student mastery of grade level materials <b>Staff Responsible for Monitoring:</b> Instructional coaches, administrators  <b>Title I:</b> 2.51, 2.52 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 3:** 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:** Provide career inspiration, exploration, and discovery in Pre-K - 6th grades (CTE/CCMR alignment).






**Evaluation Data Sources:** Student exposure to different careers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Career day in which all grade levels participate and are exposed to 3-4 different careers. <b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to engage in different careers and open their mind to possibilities new and career options. <b>Staff Responsible for Monitoring:</b> Admin and community liason.  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
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**Goal 3:** 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:** HQIM Implementation in K-5 RLA, K-5 Math.






**Evaluation Data Sources:** CIA, MAP, class work and exit tickets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> SFI, Region 10, Learning Walks for Rate of HQIM Internalization and Implementation (Patricia Chavez) - 2x Annually - ILT, Campus Admin</p> <p>SFI, Region 10, Product Advisor trends-training 10 x per year for teachers and Instructional Leadership Team (ILT)</p> <p>SFI, Region 10, for HQIM Internationalization training for various topics (e.g., lesson rehearsal) once a month for the ILT</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will have effective implementation of HQIM. Increase in teaching best practices for teacher. ILT will be better equipped to support and grow teacher in the HQMI internalization and implementation.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ILT and Area Superintendent</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 3:** 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 ESL content-based model in K-6 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:** walkthrough data, PLC agendas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administration will conduct ongoing calibrated walk throughs to ensure teachers are implementing the ESL content based model with fidelity. <b>Strategy's Expected Result/Impact:</b> Teacher proficiency with the model and an increase in ESL student performance.	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 3:** 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:** Utilize district wide professional development days and early release days to support and train teachers on the Learner Growth Experience.

**Evaluation Data Sources:** Teachers progress on professional goals.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will receive professional development based on the area selected from the Learner Growth Experience to ensure they are successful in the area they have chosen to grow in.  <b>Strategy's Expected Result/Impact:</b> Teachers will learn skills and strategies to better grow and implement best practices for students.  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 3:** 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:** Focused PD on understanding and using learner experiences in daily instruction.

**Evaluation Data Sources:** RACD Learns topics, PLCs, walkthroughs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff will receive ongoing PD that targets campus goals and teacher professional growth goals. <b>Strategy's Expected Result/Impact:</b> High quality delivery of instruction and meaningful student learning experiences. <b>Staff Responsible for Monitoring:</b> Administrators, ILT  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 3:** 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:** 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:** GT training completion report in Google Classroom

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Communication and as-needed support will be provided to staff regarding accessing and completing G/T training <b>Strategy's Expected Result/Impact:</b> Students will meet or exceed their growth goals. <b>Staff Responsible for Monitoring:</b> Advanced Learning Teacher  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 3:** 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 Schoology and Seesaw LMS platforms as a tool for facilitating components of the Learning Framework. (All training provided by the iTeam.)

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

**Evaluation Data Sources:** Walkthroughs, usage reports in both Schoology and Seesaw

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> iTeam will provide training to staff about how to set up and use Seesaw or Schoology, depending on the grade level  <b>Strategy's Expected Result/Impact:</b> Students will demonstrate proficiency in utilizing Seesaw or Schoology to access class assignments and consistently add artifacts to their portfolio to showcase their learning to families. <b>Staff Responsible for Monitoring:</b> Administrators, iTeam  <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
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**Goal 3:** 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:** Implement a one-way dual language program with fidelity. Follow the content language allocation plan and monitor using learning walks. Provide feedback through walkthrough analysis.

**Evaluation Data Sources:** Walkthroughs, TELPAS results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will follow the language allocation plan to ensure students are developing their L1 and L2; feedback will be provided to teachers through learning walks to ensure fidelity of the plan implementation <b>Strategy's Expected Result/Impact:</b> Students will show growth in both L1 and L2 and more students will improve TELPAS composite score. <b>Staff Responsible for Monitoring:</b> Admin, ICs  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
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**Goal 3:** 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:** Implement with fidelity the Data Driven Instruction protocol and weekly data meetings specifically as it relates to our priority areas: 3rd Math and Reading with fidelity.

**High Priority**  
**Evaluation Data Sources:** weekly data meeting agendas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> DCSI conducted Districtwide training for Data-Driven Instruction (Parts 1 and 2), Observation and Feedback, and Internalization. The DCSI also conducts Districtwide monthly practice labs for each of the above Levers for Principal Managers, Principals, Assistant Principals, and Instructional Leadership teams. <b>Strategy's Expected Result/Impact:</b> Increased systems for tracking student progress <b>Staff Responsible for Monitoring:</b> district and campus administrators  <b>Title I:</b> 2.51, 2.53 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
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**Goal 3:** 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.







**High Priority**  
**Evaluation Data Sources:** observation of weekly PLC meetings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Best practices training for team leaders was held in July. Best practices for all staff was held in July/August, DCSI Internalization Action Step Training was held September 25, 2025 with all ILT, ongoing feedback cycles for weekly PLC  <b>Strategy's Expected Result/Impact:</b> Increased proficiency in PLC protocols, <b>Staff Responsible for Monitoring:</b> School improvement department, principal manager/area director, school ILT and administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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**Goal 4:** Goal 4: We will create opportunities to ensure engagement with community members in RISD.

**Performance Objective 1:** We will work with parents as partners to engage in the learning process; making family engagement nights and other family oriented activities a priority to bridging the gap between school and home, etc.

**Evaluation Data Sources:** none.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will hold Evening events, parent conferences, parent learning sessions. <b>Strategy's Expected Result/Impact:</b> Parents awareness of students academic progress with tools of how they can support their child at home both academically and socio emotionally. <b>Staff Responsible for Monitoring:</b> Teachers, counselors, instructional coaches and community liason.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hold 4 SBDM meetings per year with a focus on topics such as but not limited to campus needs assessment, CIP Review, CIP Results, Data, Student Goal Setting and stakeholder feedback. <b>Strategy's Expected Result/Impact:</b> A great connection between the Campus and our community as well as our community having a deeper insight into how RACD operates and serves students. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



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

**Performance Objective 2:** Telling Our Campus Story - Communication strategies for supporting increased engagement with your school community and parents, including using available district communication tools - Finals site messages, Campus Website (working with campus RISD Insider to ensure S&E has appropriate updates), Weekly Campus Newsletter/Smore, Talking Points, Campus Social Media, School Marquees, and leveraging relationships with community groups like neighborhood homeowner associations, volunteers, and business partners.

**Evaluation Data Sources:** None

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will send weekly campus newsletters. Teachers and campus communication with families will be through Talking Points. We have established parent volunteers to support campus every Friday morning. <b>Strategy's Expected Result/Impact:</b> Increased communication between Campus and Home as well as a deeper understanding of all things RACD.	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:** 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 RISD Insider to support increasing communications between the central office and greater RISD community to support your overall campus branding efforts.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Our RISD Insider will have time at faculty meetings to present and share information with staff. <b>Strategy's Expected Result/Impact:</b> Greater connection between the staff and the bigger RISD community	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

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

**Evaluation Data Sources:** Feedback from facility services

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain regular communication with Facility services and the Energy & Sustainability Department to receive updates on progress in contributing to the district's lower overall energy consumption <b>Strategy's Expected Result/Impact:</b> Play an active role in optimizing and responsible use of energy <b>Staff Responsible for Monitoring:</b> Admin, teachers, and staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

**Goal 5:** 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:** Maintain a safe and welcoming environment at RACD.

**Evaluation Data Sources:** Walk-through checklist, work order requests and completion

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement feedback from the District walk-through checklist and train staff on procedures for maintenance requests, conduct building walks and door safety audits to quickly and efficiently address campus environment needs. <b>Strategy's Expected Result/Impact:</b> RISD Academy will have facilities that promote a conducive learning environment. <b>Staff Responsible for Monitoring:</b> Administrators, custodial and maintenance staff, teachers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				