

Richardson Independent School District

Richardson Terrace Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Through a nurturing environment supported by our staff, families, and community, Richardson Terrace Elementary is committed to ensuring that every student, every teacher, and every leader will meet or exceed their academic growth goals. This will be accomplished through igniting and engaging learners, collaboration, application, and reflection.

Vision

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

Value Statement

RTE Value Statement:

To ensure the academic success of all students, we believe...

in creating a safe learning environment that empowers every student, teacher, and leader to take risks, be creative, find acceptance and grow.

that education is an effective tool that can prepare every student, teacher, and leader in RISD for new opportunities.

that every student, teacher, and leader in RISD will have the capability and desire to learn and rise to the level of expectations for individual success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Richardson Terrace Elementary is located in the northwest area of Richardson, TX. RTE has students and 61 staff members. 100% of our teachers hold a Texas teaching certification. Our student to teacher ratio is 12.2:1 We have a special education and advanced learning program to deliver specialized instruction for exceptional student needs.

The demographics of our school population are:

13.6% Asian
34.3% Black/Non-Hispanic
25.7% Hispanic
21.3% White
5% Other
51.4% Male
48.6% Female
75.4% Economically Disadvantaged
31% Emerging Bilingual

The demographics of our staff are: (Source 2021-2022 TAPR)

54 Total Staff not counting Child Nutrition and Custodial Services
91% Professional Staff
9% Educational Paraprofessionals
79% White
10% Hispanic

5% Asian

2% Other

83% Female

17% Male

45% 0-5 Years Experience

18% 6-10 Years Experience

36% 11-20+ Years Experience

Demographics Strengths

We pride ourselves on our ethnic diversity and the cultural perspectives that strengthen our ability to help our students learn and connect to the real world. 96% of students attend school regularly. We are focused on being inclusive and encouraging our families to be active partners in their child's education.

Student Learning

Student Learning Summary

Richardson Terrace Elementary is committed to supporting every student, leader and staff member meet or exceed their academic growth goal. We use multiple data points in order to determine the best course of action to help support student growth and learning needs.

NWEA MAP Data for our campus shows:

Math achievement among all students decreased from 71% of students meeting expectations for the Fall administration to 67% of students meeting expectations for the Spring administration. Reading achievement among all students decreased from 70% meeting expectations for the Fall administration to 66% of students meeting expectations for the Spring administration. In science, achievement decreased from the Fall at 77% meeting expectations to 75% meeting expectations. There were strengths among individual grades and within student groups that showed growth which will be outlined in the Student Learning Strengths.

2023 STAAR Accountability Results (insert when available)

Student Learning Strengths

85% of 6th graders met or exceeded their growth goal and achievement increased from 71% meeting their target RIT score in the fall to 74% meeting their target RIT score in the Spring. One of the high priority student groups identified in last year's CIP was Asian students performance in math and reading. Asian students in 3, 4, and 6 grades all scored above the 70th percentile in the spring administration for math.

5th grade science achievement for the spring was in the 70th percentile.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All students are not yet meeting growth goals

School Processes & Programs

School Processes & Programs Summary

Richardson Terrace Elementary teachers are highly qualified professionals who are committed to every student meeting or exceeding their academic growth goal.

We believe in fostering opportunities for growth for each child and offer intervention and extensions to promote student success.

Richardson Terrace Elementary 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:

- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- Pre-K services
- Response to Intervention
- Special Education Services
- Student Services
- Individual and group tutoring
- Clubs
- Extra curricular activities

School Processes & Programs Strengths

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

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

Our campus culture supports a positive learning environment where students academic as well as social and emotional needs are met.

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Processes and program need to continue to meet the academic needs of all students so all students can meet or exceed their goals.

Perceptions

Perceptions Summary

Richardson Terrace Elementary is committed to providing a supportive, collaborative and invested culture among students, staff, families and community. We encourage stakeholder involvement and feedback and offer various ways for the family and community to support as a volunteer, member of our site-based campus committee, and PTA.

Perceptions Strengths

Richardson Terrace Elementary teachers understand their role in implementing our school's key actions. Our campus bases its action on the core beliefs of the district. Teachers use Smore to send grade-level newsletters to keep parents informed of upcoming events, goals, and learning focus for each week. 100% of teachers responded to the beginning of year climate survey. 100% of respondents indicated they agree or strongly agree with 37 out of 54 statements with all responses being at or above 92% agree or strongly agree.

Problem Statements Identifying Perceptions Needs



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





Priority Problem Statements




Goals




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





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




Strategy 1 Details	Reviews			
Strategy 1: Richardson Terrace Elementary will ensure all students have a school/home connection (club, activity, and adult at school). Strategy's Expected Result/Impact: We will see increased PTA membership by parents and staff members and more student campus involvement/connection (clubs, choir, robotics) Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Counselors and Classroom Teachers. ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: As a Title 1 Campus, all funding sources will be used to support the school-wide instructional program. Strategy's Expected Result/Impact: Title 1 Evaluation, Review of documentation and budget line items spent to implement program activities Staff Responsible for Monitoring: Administrators, Instructional Coach, Campus Reading Specialists, Campus Math Specialists Title I: 2.51, 2.53 - 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			




Strategy 3 Details	Reviews			
Strategy 3: All teachers will reinforce, a clear and consistent implementation of discipline management plan. Strategy's Expected Result/Impact: Decreased discipline referrals, Teachers increasing rating in Domain 3 Classroom Climate and Culture, Student understanding of school-wide expectations Staff Responsible for Monitoring: Campus specialists, PBIS Team, Campus administrators Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 4 Details	Reviews			
Strategy 4: Implement state required bullying prevention requirements consistent with Board policies and procedures. See Appendix A. Strategy's Expected Result/Impact: Decrease in bullying incidents, timely communication, increased positive parent response on survey Staff Responsible for Monitoring: Counselor, Administrators, All staff	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 5 Details	Reviews			
Strategy 5: Ensure educators teach and administratively verify that all Too Good For Drug Lessons are taught. Strategy's Expected Result/Impact: Student Climate Survey Results, Staff Climate Survey Results, Red Ribbon Week, Counseling Lessons Staff Responsible for Monitoring: Counselor, Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 6 Details	Reviews			
Strategy 6: A campus bully prevention action plan will be implemented and monitored. Process to report, investigate, and communicate with parents and students regarding bullying will be aligned to the district process and communicated to all staff and parents. Strategy's Expected Result/Impact: Decrease in bullying incidents, timely communication, increased positive parent response on survey Staff Responsible for Monitoring: Counselor, Administrators, All staff	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			




Strategy 7 Details	Reviews			
Strategy 7: Plan for internet safety/ digital citizenship. Strategy's Expected Result/Impact: Decrease in the number of student referrals/discipline incidents for inappropriate technology use. Staff Responsible for Monitoring: LITE, All teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 8 Details	Reviews			
Strategy 8: Monitor and support student immunizations compliance of the student body. Strategy's Expected Result/Impact: Awareness of all health concerns, Respond appropriately to student health concerns and needs Staff Responsible for Monitoring: Campus Nurse	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 9 Details	Reviews			
Strategy 9: Establish and monitor two growth goals: academic and professional Strategy's Expected Result/Impact: All professional staff will meet or exceed their professional and academic growth goals. Staff Responsible for Monitoring: All professional staff, administrators, and counselor. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			

Strategy 10 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Increased student performance; increased awareness by parents of students growth goals and needs Staff Responsible for Monitoring: All professional staff Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 11 Details	Reviews			
Strategy 11: Campus Emergency Response Team (ERT) will conduct a 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. Strategy's Expected Result/Impact: Staff will be prepared to respond to emergencies quickly. Staff Responsible for Monitoring: Campus Nurse, Emergency Response Team	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 12 Details	Reviews			
Strategy 12: The counselor will help facilitate the students' transition from Elementary to Junior High. Strategy's Expected Result/Impact: Parents are aware and are attending junior high transition meetings. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 13 Details	Reviews			
Strategy 13: Administer MAP growth diagnostic to 95% of all eligible students in Reading and Math at BOY, MOY and EOY Strategy's Expected Result/Impact: Improved student performance, quality Tier 1 instruction, increased student engagement Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, All Classroom teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 14 Details	Reviews			
Strategy 14: (From DIP) Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostic from BOY to EOY in Reading and Math by 5-10% per campus.	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 15 Details	Reviews			
Strategy 15: (From DIP) Address and increase STAAR Performance for 3rd grade students in Reading (2025-26 goal = 57%) and Math (2025-26 goal = 52%) per BOT Goals.	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 16 Details	Reviews			
Strategy 16: Implement strategies on your campus to ensure a 3-5% growth in math and reading.	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			

Strategy 17 Details	Reviews			
Strategy 17: Increase the percentage of English language proficiency growth on TELPAS by 3-8%.	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 18 Details	Reviews			
Strategy 18: Increase the percentage of emergent bilingual students meeting exit criteria by 3-8% annually through the LPAC Process.	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 19 Details	Reviews			
Strategy 19: The percent of students in third grade who score at the meets level or above will increase from 57% to 60% in STAAR Reading and from 51% to 55% in STAAR Math by June 2026. Strategy's Expected Result/Impact: Regular progress monitoring and interventions to address student needs. Increase in student growth data as evidence by MAP, mclass, STAAR Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 20 Details	Reviews			
Strategy 20: Teachers will have the opportunity to attend content specific professional learning aligned to their content areas, as well as choose professional development opportunities as identified through TTESS goals. Strategy's Expected Result/Impact: TTESS Goals, Professional Development Transcripts, increased student performance Staff Responsible for Monitoring: All teachers, Administrators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 21 Details	Reviews			
Strategy 21: Richardson Terrace Elementary will increase attendance from 95.9% to 96.4% by ensuring clear, timely communication with parents regarding absences through letters, parent phone calls and conferences. Strategy's Expected Result/Impact: Increasing student attendance will help all students meet their academic growth goal. Staff Responsible for Monitoring: Administrators, counselor, teachers, student data specialist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 22 Details	Reviews			
Strategy 22: Identify and progress monitor students in need of accelerated learning and intensive intervention in math, reading, behavior, and speech using Branching Minds to ensure growth of 5-10% for all students. Strategy's Expected Result/Impact: Increased student performance and growth in math, reading, behavior and speech Staff Responsible for Monitoring: Administrators, ILT, teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 23 Details		Reviews			
Strategy 23: Identify and progress monitor students in need of accelerated learning and intensive intervention in math, reading, behavior, and speech, utilize High Quality Instructional Materials, and monitor progress in Branching Minds. Strategy's Expected Result/Impact: Increased student performance and growth in math, reading, behavior and speech Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Classroom Teachers, Special Education Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
Strategy 24 Details		Reviews			
Strategy 24: Data indicate the need to improve overall STAAR performance in math and reading in every grade level per Board of Trustee Goals. Terrace Elementary will increase Math and Reading STAAR scores by 3% at all elementary grade levels. Strategy's Expected Result/Impact: Regular progress monitoring and interventions to address student needs. Increase in student growth data as evidence by MAP, mclass, STAAR Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
Strategy 25 Details		Reviews			
Strategy 25: Ensure 100% compliance of quarterly IEP progress monitoring reports for students receiving services through Special Education. Strategy's Expected Result/Impact: Ensures that SPED students are receiving appropriate services outlined in their IEP. Staff Responsible for Monitoring: Administrators, SPED Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			



No Progress



Accomplished



Continue/Modify





Discontinue







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

Performance Objective 1: Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff.

High Priority

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




Strategy 1 Details	Reviews			
Strategy 1: Develop a climate and culture at Terrace Elementary that fosters teacher growth and retention. Strategy's Expected Result/Impact: By developing a positive and supportive culture, teacher retention will increase. Staff Responsible for Monitoring: Administration ILT TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Ensure that Teacher Growth Goals are aligned to the RISD Educator Responsibilities which in turn are supported by the Texas Teacher Evaluation and Support System (TTESS). Strategy's Expected Result/Impact: Alignment of TTESS, Growth Goals, and Educator Responsibilities will ensure that teachers will meet or exceed their growth goals. Staff Responsible for Monitoring: Administrators ILT Teachers TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			

Strategy 3 Details	Reviews			
Strategy 3: Seek employee input via Staff Climate Surveys and maintain greater than or equal to 90% participation rate. Strategy's Expected Result/Impact: By seeking input staff will have the ability to voice thoughts and opinions in a constructive way. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 4 Details	Reviews			
Strategy 4: Meet as an ILT to discuss climate survey results and create an action plan to address concerns at the campus and district level. Strategy's Expected Result/Impact: By creating an action plan teachers will feel supported with evidence towards a solution. Staff Responsible for Monitoring: ILT TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Develop and execute innovative plan for employee recruitment.

Evaluation Data Sources: New hire data

Strategy 1 Details	Reviews			
Strategy 1: Continue to host and mentor student teachers from area universities. Strategy's Expected Result/Impact: By hosting and mentoring student teachers, we are able to recruit new employees. Staff Responsible for Monitoring: Administrators ILT Teachers TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Utilize social media as a way to recruit prospective employees. Strategy's Expected Result/Impact: Through the use of various social media platforms a wider audience of prospective employees can be reached. Staff Responsible for Monitoring: Administrators ILT Teachers TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Promote current employees from within the building to vacant positions that would be considered career advancement. Strategy's Expected Result/Impact: Through the recruitment of current employees into open positions we will foster opportunities for personal growth. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 3: Administrators will ensure T-TESS calibration and inter-rater reliability among evaluators.



- Evaluation Data Sources:** Observation and walk-through calendar
Monitored T-TESS data for skew and correlation.
Attend TIA trainings and participate in learning walks with TIA coordinator, AS, and district departments



Strategy 1 Details		Reviews			
Strategy 1: Campus administrators will create a calibration calendar that includes appraiser co-observations or walk-throughs focused on specific T-TESS Domains or Dimensions that will include debrief time afterwards for the observers to discuss ratings, evidence, and feedback. Strategy's Expected Result/Impact: Observers will become fully calibrated with the ratings, evidence, and feedback provided to teachers, and teachers will receive reliable and specific feedback which will help them improve their practice. Staff Responsible for Monitoring: TIA calibration team, campus administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		<div><div></div></div> Accomplished			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					



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



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






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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a learning framework that provides 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."</p> <p>Strategy's Expected Result/Impact: We will see all 5 components of the district learning framework woven throughout daily lessons in all classrooms when conducting walkthrough observations. Students will develop competencies aligned to the RISD Graduate Profile.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Instructional Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Embed and monitor Lead4ward strategies into classroom instruction.</p> <p>Strategy's Expected Result/Impact: Evidence of Lead4ward strategies will be present in classrooms as observed through walkthrough evaluations.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Instructional Leadership Team</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 3 Details		Reviews			
Strategy 3: Embed ELLevation strategies into regular classroom instruction to provide content-based language instruction in ESL classrooms, as well as SummitK12 minutes and strategies. Strategy's Expected Result/Impact: Evidence of ELLevation strategies will be present in classrooms as observed during walkthrough evaluations. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Campus LAT Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Accomplished			
Strategy 4 Details		Reviews			
Strategy 4: Embed the Learner Framework pieces into regular classroom instruction to provide content-based opportunities for student engagement and growth. Strategy's Expected Result/Impact: Increased competency in the components of the Learning Framework evidenced through artifacts. Staff Responsible for Monitoring: Administrators, ILT, Classroom Teachers, I-team, Advanced Learning TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Accomplished			

Strategy 5 Details	Reviews			
Strategy 5: 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. Strategy's Expected Result/Impact: Teachers follow district pacing and curriculum with fidelity when planning instruction and delivering lessons. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 6 Details	Reviews			
Strategy 6: Implement a content-based ESL model in K - 6 grade classrooms. Utilize the Language Acquisition Teacher to support ELlevation strategies and ensure all teachers progress monitor and adjust instruction to meet the needs of students, as well as utilize intervention resources to address student needs. Strategy's Expected Result/Impact: Evidence of ELlevation strategies will be present during classroom walkthrough observations. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Language Acquisition Teacher TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			



Strategy 7 Details		Reviews			
Strategy 7: Identify instructional opportunities in teacher-created classroom experiences for the defined priority goal strands for staff and students, and assist in creating Learner Framework exemplars. Strategy's Expected Result/Impact: We will see improvements in defined priority goal strands during classroom walkthrough observations. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
Strategy 8 Details		Reviews			
Strategy 8: Provide equitable access and support for advanced learners. Strategy's Expected Result/Impact: Students identified as GT will achieve their academic growth goals from BOY to EOY MAP Math tests. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Advanced Learning Teacher, Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			







Strategy 9 Details	Reviews			
Strategy 9: 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. Strategy's Expected Result/Impact: Increased competency in the components of the Learning Framework evidence through artifacts. Staff Responsible for Monitoring: Administrators, ILT, Classroom Teachers, I-team, Advanced Learning TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: Create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Lead professional learning that promotes continuous growth and equips all employees and students with the knowledge and skills needed to reach individual growth goals.</p> <p>Strategy's Expected Result/Impact: Improvements will be seen in defined priority goal strands in classrooms as observed during walkthrough observations.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize district-wide professional development days and early release days to support and train teachers on the Learner Growth Experience.</p> <p>Strategy's Expected Result/Impact: We will see improvements in defined priority goals strands during classroom walkthrough observations. Teachers will grow in identified goal areas as documented in Eduphoria and Schoology. Increase in student growth goals in MAP</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Provide focused PD on understanding and using learner experiences in daily instruction. Strategy's Expected Result/Impact: Improvements will be seen in defined priority goal strands as observed through classroom walkthroughs. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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		 Considerable			
Strategy 4 Details		Reviews			
Strategy 4: Plan for at least 3 days of iTeam support in facilitating learning with technology in the identified areas of growth from the BrightBytes survey. Strategy's Expected Result/Impact: Improvements will be seen in defined priority goals strands using technology in the classroom as observed during classroom walkthroughs. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, iTeam Member, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, 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 3: Ensure all students graduate college and career ready as measured by CCMR indicators.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Provide career inspiration, exploration, and discovery in PK - 6 grades (CTE/CCMR alignment). Strategy's Expected Result/Impact: Students will be given opportunities to think about their future careers and college experiences. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	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: Ensure all K-6 elementary teachers complete their 30 hours of G/T foundational training or 6 hours update.







Evaluation Data Sources: Increase the implementation of challenging learning opportunities by applying Depth and Complexity in the core curriculum.

Strategy 1 Details	Reviews			
Strategy 1: Ensure all K-6 elementary complete their 30 hours of G/T foundational training or 6 hours update. 6 hours update trainings are approved by the campus Elementary ALT. Strategy's Expected Result/Impact: Teachers of courses identified as supporting GT student instruction will complete state mandated GT training. Completion of training will be tracked in Strive. Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning Executive Director of Advanced Learning Director of Advanced Learning Programs and Services TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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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: Develop campus and district leaders to support teacher needs and to advance the goals of the district.



Evaluation Data Sources: Student achievement data, Professional learning enrollment data







Strategy 1 Details	Reviews			
Strategy 1: Implement with fidelity the Data Driven Instruction protocol and weekly data meetings, specifically as it relates to our priority areas: 3rd Math and Reading, 7 Math and Reading, Algebra 1 and English 1. Strategy's Expected Result/Impact: Percent increase in student performance in the core subject areas. Staff Responsible for Monitoring: Classroom Teachers, Instructional Leadership Team, Administrators 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
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: 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's Expected Result/Impact: Percent increase in student performance in the core subject areas. Staff Responsible for Monitoring: Classroom Teachers, Instructional Leadership Team, Administrators 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 4: We will create opportunities to ensure engagement with community members in RISD.

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



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







Strategy 1 Details	Reviews			
<p>Strategy 1: Create a Growth Goal Family Camp for families to engage in ways they can support their child's growth goals in partnership with the school.</p> <p>Strategy's Expected Result/Impact: Parents will leave with specific strategies to implement at home that will support their child's growth goals.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Family Engagement Specialist, Site Based Decision Making Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase engagement and awareness for our school community and parents using, Finals site messages, Campus Website (working with campus RISD Insider to ensure S&E has appropriate updates), Campus Newsletter/Smore, Campus Social Media, School Marquees, and leveraging relationships with community groups like neighborhood homeowner associations, volunteers, and business partners.</p> <p>Strategy's Expected Result/Impact: Increased awareness of school events for all families and community members</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 3 Details		Reviews			
Strategy 3: Communication from school will be translated using district resources such as Blackboard translation, Smore translation, on demand translation services, whenever possible to allow more families and community members access to school information. Strategy's Expected Result/Impact: Increase awareness of school events and activities Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
Strategy 4 Details		Reviews			
Strategy 4: Strategy 4 Communication strategies for supporting increased engagement with campus staff, including leveraging RISD Insider supports to increase communication between the central office and greater RISD community to support overall campus branding efforts. Strategy's Expected Result/Impact: Increase awareness of school events and activities Staff Responsible for Monitoring: Administration, Instructional Leadership Team, Teachers 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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 No Progress  Accomplished  Continue/Modify  Discontinue					

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

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



Strategy 1 Details	Reviews			
<p>Strategy 1: Using data from the Comprehensive Needs Assessment (CNA), priority money and state compensatory education funds will be allocated to address specific achievement gaps among students who are learning English, receiving special services, and at-risk for dropping out.</p> <p>Strategy's Expected Result/Impact: Resources will be secured to lead effective interventions and to provide additional tutoring to students.</p> <p>Staff Responsible for Monitoring: Administrators ILT Executive Assistant</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Funding for tutors - 211 - Title I, Part A - \$8,000, Funding for tutors - 199 - State Compensatory Education - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Train all staff on proper money handling procedures before school begins during the campus staff development day, and in January on the professional development day before the spring semester begins.</p> <p>Strategy's Expected Result/Impact: Ensure all money is handled securely, ethically, and with proper documentation.</p> <p>Staff Responsible for Monitoring: Executive Assistant Administrators Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			







Strategy 3 Details	Reviews			
Strategy 3: Ensure executive assistant and administrators are trained on policies and procedures regarding the school budget including processing POs, extra time requests, paying for substitutes, Title 1, budgeting, etc. Strategy's Expected Result/Impact: Executive assistant will abide by all district policies and procedures regarding school budget and expenditures. Staff Responsible for Monitoring: Administrators Stacey Morris ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 4 Details	Reviews			
Strategy 4: Search for creative funding sources including grants and community partnerships. Strategy's Expected Result/Impact: Increase campus access to resources beyond the annual district budget. Staff Responsible for Monitoring: Administrators Executive Assistant ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Provide a safe, comfortable, and well-maintained environment at all campuses.

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

Strategy 1 Details	Reviews			
Strategy 1: Continue to follow the Standard Response Protocol during all drills/emergency situations and continue to communicate these standards to all students and parents. Strategy's Expected Result/Impact: By continuing to follow the SRP and communicate with all stakeholders, student and staff safety will remain a priority. Staff Responsible for Monitoring: Administrators Teachers SRP Team ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 2 Details	Reviews			
Strategy 2: Incorporate SRP in parent communication in order to inform community of safety protocols, and communicate via Blackboard to parents after each safety drill to ensure proper communication, build trust, and assure everyone is knowledgeable about the school's implementation of the SRP. Strategy's Expected Result/Impact: By ensuring timely communication regarding safety positive feedback on surveys will be achieved. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Collaborate with Facility Services and the Energy & Sustainability Department to optimize building/campus energy use in an effort to align with RISD and its Energy Management Plan to lower energy consumption. Strategy's Expected Result/Impact: Ensure sufficient use of building energy and lower energy consumption Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 4 Details	Reviews			
Strategy 4: Strategy 4 Campus will create and implement a walk-through checklist (non-punitive) for the learning environments both inside and outside campus. Examples: Lights not working, out of date signage, old student work, office neat and clean. Strategy's Expected Result/Impact: Improve atmosphere of the learning environment within the school and outside campus. Staff Responsible for Monitoring: Administrators, Teachers, Instructional Leadership Teams ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
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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 3: Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

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

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with district iTeam specialist to provide targeted support to each grade level during PLCs with continued support during faculty meetings. Strategy's Expected Result/Impact: By collaborating with the iTeam specialist there will be improved results on the Bright Bytes survey. Staff Responsible for Monitoring: iTeam Administrators ILT TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund	Formative			Summative
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