Richardson Independent School District

Richland Elementary

2025-2026 Campus Improvement Plan

Mission Statement

To provide a safe and nurturing instructional environment that meets the needs of all students, academically and socially, while preparing students for their global futures.

Vision

Every Child, Every Leader, Every Teacher, Every Day.

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Richland Elementary conducts a comprehensive needs assessment to identify areas for growth and prioritize strategies that support student achievement and campus improvement. Data from student performance, formative and summative assessments, staff and parent surveys, and committee feedback inform the process. The assessment highlights areas where the campus is performing strongly, as well as opportunities to enhance school culture, climate, and instructional consistency.

Key focus areas emerging from the needs assessment include strengthening overall school culture, ensuring consistent implementation of behavior management strategies, and providing targeted support for students with persistent misbehavior. Additionally, the assessment emphasizes the importance of maintaining high-quality instruction through PLCs, lesson internalization, and data-driven instructional adjustments, while continuing to foster family engagement and community connections. These insights guide campus planning and inform initiatives designed to support student success, staff growth, and a positive school climate.

Demographics

Demographics Summary

Student Ethnicity distribution

African American 287 - 47.2%

Hispanic 102- 16.8%

White 74 - 12.2%

American Indian 2 - 0.3%

Asian 123 - 20.2%

Pacific Islander 0 0.0%

Two or More Races 20 - 3.3%

Student population data

Students w/ Dyslexia 14 -2.3%

Foster Care 6 - 1.0%

Homeless 4 - 0.7%

Immigrant 108 - 17.8%

Migrant 0

Title I -608 100.0%

Military Connected 11 - 1.8%

At-Risk 327 - 53.8%

 Economically Disadvantaged 413 - 67.9%

Non-Educationally Disadvantaged 195 - 32.1%

Section 504 Students 16 - 2.6%

EB Students/EL - 203 - 33.4%

Students w/ Disciplinary Placements (2019-20) 5 - 0.7%

Staff Data

Teachers by Ethnicity:

African American 5.2 -12.3%

 Hispanic - 2.9 6.8%

American Indian 0.0

Asian 4.5 - 10.5%

Pacific Islander 1.0- 2.4%

Two or More Races 2.0 - 4.7%

Teachers by Years of Experience:

Beginning Teachers 10.9 - 25.6%

1-5 Years Experience 15.3 - 36.0%

6-10 Years Experience 6.8 - 15.9%

11-20 Years Experience 5.5 - 12.9%

21-30 Years Experience 2.0 - 4.8%

Over 30 Years Experience 2.0 - 4.7%

Demographics Strengths

Because we are a title I campus we have been provided with additional supports and resources. This includes instructional staff, resources and tutors.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Mobility has been an ongoing issue with our student populations.

Root Cause: Due to the pandemic our families have struggled economically and often move based on lower rent.

Student Learning

Student Learning Summary

Preliminary STAAR data indicates significant growth in 4th grade math, 4th grade reading, 5th grade math, 5th grade reading, 5th grade science, and 6th grade math. The beginning of year MAP assessment data indicates positive trends with student growth.

Student Learning Strengths

Our students are eager learners and are able to make meaningful connections through their experiences. Our students are accustomed to the academic expectations that have been established at the campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: behavior and trauma can be a barrier to the student learning experience.
Root Cause: Mobility, poverty, trauma

School Processes & Programs

School Processes & Programs Summary

Richland teachers are highly qualified professionals who are committed to every student, teacher and leader meeting or exceeding their academic growth goals by lining our campus culture to RISD Graduate Profile and the Learner Growth Experience Framework.

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

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

- Advanced Academics
- Athletics
- Career and Technical Education
- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- Multilingual Services
- Pre-K services
- School Health Advisory Council
- Special Education Services
- Student Services
- UIL
- MTSS
- Eureka
- Site based decision making committee

School Processes & Programs Strengths

Richland Elementary has established well-defined processes that support instructional consistency and student growth. Teachers collaborate weekly in PLCs focused on Data-Driven

Instruction (DDI) and lesson internalization, where they analyze formative and summative data to adjust instruction, anticipate student misconceptions, and refine lessons. The Lesson Plan Committee further ensures that all lesson plans align with best practices and campus expectations. Monitoring of student progress occurs at both the classroom level and during regular administrative and PLC data meetings, allowing for timely interventions and targeted support. These processes create a cohesive instructional framework that promotes high-quality teaching across all grade levels.

In addition to instructional processes, Richland has strong operational and community-oriented systems in place. Campus routines, discipline management, and communication protocols are consistent across classrooms, helping to maintain a safe and supportive learning environment. Extracurricular and enrichment opportunities—such as athletic teams, clubs, Rocket Radio, UIL competitions, and the Rockettes dance team—are coordinated efficiently, providing students with meaningful experiences beyond the classroom. Combined with family engagement efforts like the Parent PTA board, Friday Volunteers, and Parents on Patrol, these systems strengthen campus culture, foster student belonging, and support a well-rounded educational experience.

Perceptions

Perceptions Summary

Richland Elementary has cultivated a positive perception among staff, students, and families, as reflected in survey data and ongoing feedback. Stakeholders generally recognize the campus's focus on high-quality instruction, consistent routines, and student support. While most staff, students, and families report satisfaction with communication, safety, and engagement, surveys and committee feedback indicate opportunities remain to further strengthen overall school culture and climate, particularly in building connections and promoting consistency across all areas of the campus.

Perceptions Strengths

Despite areas for growth, Richland demonstrates clear perception strengths that contribute to a strong campus identity. Staff report that campus priorities are well-aligned and that they work in a climate of mutual respect, collaboration, and professional support. Families are actively involved through the Parent PTA board, Friday Volunteers, and Parents on Patrol, while students benefit from a wide range of extracurricular and enrichment opportunities, including athletic teams, clubs, Rocket Radio, UIL competitions, and the Rockettes dance team. Additionally, the campus has maintained high teacher retention and stable leadership, which supports confidence in school operations and instructional quality. These strengths foster a sense of belonging, trust, and engagement across the Richland community.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

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: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Staff will have greater access to student data to help drive instructional and behavioral decisions and increase student performance and growth in math, reading, behavior and speech **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Interventionists, Special Education Teachers, General Education Teachers, Counselors, Behavior Specialists, part time tutor. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Utilize Eduphoria to house student academic data to monitor performance and growth	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Staff will have greater access to student data to help drive instructional and behavioral decisions. **Staff Responsible for Monitoring:** Administrators, Instructional Specialists, Interventionists, Special Education Teachers, General Education Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Utilize Eduphoria to house staff reflections, goal setting, evaluation data, and professional development records.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Accessibility to personal and professional growth feedback. **Staff Responsible for Monitoring:** All professional staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**
	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: All teachers will reinforce Emergent Tree school-wide, and employ Core Values as a model for classroom and common area management procedures, routines, and expectations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decreased discipline referrals, teachers increasing rating in Domain 3, positive movement in classroom climate and culture. **Staff Responsible for Monitoring:** Campus Administrators Emergent Tree CORE Team	Moderate Progress			

Strategy 5 Details	Reviews			
Strategy 5: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in bullying incidents, timely communication increased positive parent response on survey **Staff Responsible for Monitoring:** Campus Administrators Counselor All Staff	Some Progress			

Strategy 6 Details	Reviews			
Strategy 6: Ensure completion of Digital Citizenship Curriculum and internet safety lesson exemplars.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in the number of student referrals/discipline incidents for inappropriate technology use. **Staff Responsible for Monitoring:** Campus Adminsitrators, LITE, Technology Assistant.	**Nov**	**Jan**	**Mar**	**June**
	Some Progress			

Strategy 7 Details	Reviews			
Strategy 7: Monitor student individual health data reports including immunizations to ensure the health and safety of students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Awareness of all health concerns, Respond appropriately to student health concerns and needs **Staff Responsible for Monitoring:** School Nurse Campus Administrators	Some Progress			

Strategy 8 Details	Reviews			
Strategy 8: Campus Emergency Response round table drill will occur in the fall and an all campus AED drill will occur 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Staff will be prepared to respond to emergencies quickly. **Staff Responsible for Monitoring:** School Nurse Campus Administrators	Some Progress			

Strategy 9 Details	Reviews			
Strategy 9: Campus staff will facilitate students' transition from Elementary School to Junior High School.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents will be aware, informed, and attend junior high transition meetings. **Staff Responsible for Monitoring:** Counselor 6th Grade Teachers Campus Administrators	Some Progress			

Strategy 10 Details	Reviews			
Strategy 10: Administer Reading, Math, and Science MAP to at least 95% of students at BOY, MOY and EOY.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the percentage of students meeting or exceeding individual growth measures from BOY to EOY by 5-10%. Improved student performance, more quality Tier 1 instruction occurring, and increased student engagement. **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team, All Classroom teachers	Moderate Progress			

Strategy 11 Details		Reviews		
Strategy 11: Form School Threat Assessment Team (STAT) and conduct training as specified in Texas Education Code 37.115		**Formative**		**Summative**
		Nov	Jan	Mar	June

Strategy 11 Details	Reviews			

Strategy 11: Form School Threat Assessment Team (STAT) and conduct training as specified in Texas Education Code 37.115
     Strategy's Expected Result/Impact: Ensure appropriate response to any possible threat impacting the campus, staff, or students.
     Staff Responsible for Monitoring: Administrators, counselor, Safety and Security Department
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	Moderate Progress			

Strategy 12 Details	Reviews			

Strategy 12: 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: Teacher progress on TTESS Goals, Teachers meeting or exceeding Professional Development requirements, increased student
 performance
     Staff Responsible for Monitoring: Campus Administrators
 Teachers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	Some Progress			

Strategy 13 Details	Reviews			

Strategy 13: Increase attendance by at least .5% and ensure clear, timely communication with parents regarding absences through an absence management system which includes letters, parent phone calls, and conferences.
     Strategy's Expected Result/Impact: Increased student attendance, students will meet their academic growth goals.
     Staff Responsible for Monitoring: Administrators, counselor, teachers, student data specialist
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	Some Progress			

Strategy 14 Details	Reviews			

Strategy 14: Ensure all students have a school/home connection (ex. club, activity, an adult at school).
     Strategy's Expected Result/Impact: Increased PTA membership by parents, more student involvement in campus extra-curriculars, greater participation for students in RLE Experiences.
     Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Counselors and Classroom Teachers.
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	Considerable			

Strategy 15 Details		Reviews			
Strategy 15: The percent of students in third grade who score at the meets level or above will increase from 54% to 55% in STAAR Reading and from 29% to 50% in STAAR Math by June 2027.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase STAAR performance for 3rd grade math and 3rd grade reading, increase student academic growth in MAP Math and Reading from BOY to EOY. **Staff Responsible for Monitoring:** Campus Administrators Teachers Part time tutor		Some Progress			

Strategy 16 Details		Reviews			
Strategy 16: Ensure educators teach and administratively verify that all Too Good For Drug Lessons are taught.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student awareness on the dangers of drugs and drug use.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselors, Administrators, Classroom Teachers		Some Progress			

Strategy 17 Details		Reviews			
Strategy 17: Teachers will create, monitor, and progress in the attainment of an professional goal and student growth goal.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student performance, increased teacher outcomes in TTESS Domains, improved teacher retention.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools		Some Progress			

Strategy 18 Details		Reviews			
Strategy 18: Students and Teachers will use Schoology and Seesaw to set and track goals and upload at least 4 artifacts as evidence of goal progression.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student outcomes, increased teacher growth, increased teacher retention. **Staff Responsible for Monitoring:** Administration, Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		Some Progress			

Strategy 19 Details	Reviews			

Strategy 19: Utilize PLCs to ensure teachers have internalized the HQIM to effectively provide rigorous Tier 1 instruction as well gather and analyze student data to make data-driven decisions on instructional adjustments.
 	
    Strategy's Expected Result/Impact: Students grow 3-5% in math, Students grow 3-5% in reading, teachers provide rigorous instruction.
    Staff Responsible for Monitoring: Administration, Instructional Coaches, All Teachers
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	Moderate Progress			

Strategy 20 Details	Reviews			

Strategy 20: Implement specific instructional strategies designed to support the language needs of our emergent bilingual students.
 	
    Strategy's Expected Result/Impact: Increased percentage of ELP growth on TELPAS by 3-8%, Increased percentage of EBs meeting exit criteria by 3-8%
    Staff Responsible for Monitoring: All Teachers, Administrators, LAT
 	
    TEA Priorities:
Improve low-performing schools
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	Some Progress			

Strategy 21 Details	Reviews			

Strategy 21: Provide targeted intervention support to students in low-performing student sub-populations including tutoring, iTime and small groups.
 	
    Strategy's Expected Result/Impact: Increase MAP Math and Reading outcomes from BOY to EOY, and STAAR.
    Staff Responsible for Monitoring: Administration, Instructional Coaches, All Teachers, Special Education Teachers.
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	Some Progress			

Strategy 22 Details	Reviews			

Strategy 22: Ensure 100% compliance of quarterly IEP progress monitoring reports for students receiving services through Special Education.
 	
    Strategy's Expected Result/Impact: Improved tracking of Special Education students' progress on IEP goals, improved parent awareness of student progress, 100% compliance with special education reporting laws.
    Staff Responsible for Monitoring: Administrators, Special Education Teachers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	Some Progress			

○ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue

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

Performance Objective 1: Develop and execute innovative plan for employee recruitment.

    Evaluation Data Sources: New hire data

Strategy 1 Details		Reviews		
Strategy 1: Utilize diverse sources for staff recruitment including DOI hiring, contract teachers, long-term subs.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Fully staffed campus
    Staff Responsible for Monitoring: Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    - **ESF Levers:**
Lever 2: Strategic Staffing
	Nov	**Jan**	**Mar**	**June**

	Some Progress			

Strategy 2 Details		Reviews		
Strategy 2: Leverage Instructional Support Staff to illustrate to prospective staff members the level of high-quality support they can expect to recieve.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Recruit and retain more/higher quality teachers
    Staff Responsible for Monitoring: Administration, Instructional Support Staff
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    - **ESF Levers:**
Lever 2: Strategic Staffing, Lever 3: Positive School Culture
	Nov	**Jan**	**Mar**	**June**

	Moderate Progress			

Strategy 3 Details		Reviews		
Strategy 3: Focus on positive campus climate building and a culture of robust teacher support.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Reduced campus turnover by 5%
    Staff Responsible for Monitoring: Administrators
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
	Nov	**Jan**	**Mar**	**June**

	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Create and improve systems and procedures to support the special education staff in addressing student needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Special education team obtains greater student outcomes, improved results on campus climate survey	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

    Evaluation Data Sources: Year to year Staff Retention Data

Strategy 1 Details	Reviews			

Strategy 1: Implement Teacher Incentive Allotment to provide teachers with an incentive for exemplary TTESS scores and academic growth on STAAR and MAP.
    Strategy's Expected Result/Impact: Retain high quality teachers and motivate teachers to continue to grow instructionally.
    Staff Responsible for Monitoring: Teachers, Administrators, Support Staff
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	Some Progress			
Strategy 2 Details	Reviews			

Strategy 2: Conduct TIA calibration walks to ensure consistency and reliability among evaluators.
    Strategy's Expected Result/Impact: Reliable TTESS Ratings for all teachers.
    Staff Responsible for Monitoring: Administrators
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	Some Progress			

◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 1: Implement 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			
Strategy 1: Utilize the RISD Learner Framework and Graduate Profile to guide planning and ensure that instruction is developing skills outlined in the graduate profile.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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.
    Staff Responsible for Monitoring: Administrators, Instructional Coach, Instructional Leadership Team
 	
    TEA Priorities:
    Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Design and implement professional learning that promotes continuous growth and equips all employees and students with the knowledge and skills needed to reach their individual growth goals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Teachers and students will demonstrate growth in their identified growth areas.
    Staff Responsible for Monitoring: Administrators
Teachers
 	
    TEA Priorities:
    Build a foundation of reading and math
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Embed Lead4ward strategies into classroom instruction.	Formative			Summative
Strategy's Expected Result/Impact: Evidence of Lead4ward strategies will be present in classrooms as observed through walkthrough evaluations, increased student engagement and retention of learning	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, Instructional Coach, Instructional Leadership Team **TEA Priorities:** Improve low-performing schools	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Embed ELLevation strategies into regular classroom instruction to provide content-based language instruction.	Formative			Summative
Strategy's Expected Result/Impact: Evidence of ELLevation strategies will be present in classrooms as observed during walkthrough evaluations, increase student achievement in emergent bilingual students	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Campus LAT **TEA Priorities:** Improve low-performing schools	Some Progress			

Strategy 5 Details	Reviews			
Strategy 5: Implement HQIM and District documents and resources with fidelity to ensure a guaranteed and viable curriculum for all students.	Formative			Summative
Strategy's Expected Result/Impact: Teachers follow pacing tools and curriculum with fidelity when preparing for instruction through internalization and instructional delivery.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, Instructional Leadership Team **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Moderate Progress			

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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Evidence of ELLevation strategies will be present during classroom walkthrough observations, increased student achievement for emergent bilingual students **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team, Language Acquisition Teacher **TEA Priorities:** Improve low-performing schools	Some Progress			

Strategy 7 Details	Reviews			
Strategy 7: Ensure K-6 elementary teachers complete their 30 hours of G/T foundational training or 6 hours update to ensure teachers are providing equitable access and support for advanced learners. 6 hours update trainings are approved by the campus Elementary ALT.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students identified as GT will achieve their academic growth goals from BOY to EOY MAP tests. **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team, Advanced Learning Teacher, Classroom Teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools	Some Progress			

Strategy 8 Details	Reviews			
Strategy 8: Implement Schoology (grades 3-6) and Seesaw (grades PK-2) LMS platforms as a tool for facilitating components of the Learning Framework with the support of the iTeam through the use of pre-planned professional learning opportunities in the identified areas of teacher need.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers' increased capacity in using Schoology and Seesaw to goal set, progress monitor, and communicate with students and their families. **Staff Responsible for Monitoring:** Admin, ILT **TEA Priorities:** Improve low-performing schools	Some Progress			

○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue

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

Performance Objective 2: Create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly Professional Learning Community meetings, focused on implementing the DDI protocols to ensure high levels of student achievement and to provide maximum opportunities for teachers to reflect upon and refine their practices.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will show continual growth in their professional practices with the support of the instructional support team. **Staff Responsible for Monitoring:** Administration, Instructional support team. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will seek professional development/learning opportunities from diverse sources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will grow their capacity in instruction, planning, classroom management, and all other professional areas according to their individual need.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Utilize district-wide professional development days and early release days to support and train teachers on the Learner Growth Experience while focusing professional development on teachers understanding and using learner experiences in daily instruction.	Formative			Summative
	Nov	Jan	Mar	June
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. Teachers will grow their proficiency in using HQIM to make engaging experiences for students. Increase in student growth goals in MAP **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	Some Progress			

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.	Formative			Summative
	Nov	Jan	Mar	June
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	Some Progress			

○ No Progress   ◎ Accomplished   ➜ Continue/Modify   ✖ Discontinue

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

Performance Objective 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: RLE will implement targeted interventions based on data sources and early warning indicators.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A greater percentage of RLE's students will meet or exceed grade level standards. **Staff Responsible for Monitoring:** Administration, instructional support staff, teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**
	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Plan and implement diverse opportunities for students to learn about CCMR, such as career day, college of the week, and military appreciation events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have a greater awareness of opportunities after graduation. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning	**Nov**	**Jan**	**Mar**	**June**
	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Implement AVID instructional strategies in grades 3-6.	Formative			Summative
Strategy's Expected Result/Impact: Students will be more prepared for secondary education and college. **Staff Responsible for Monitoring:** Administration, instructional support team. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**
	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Design and implement family engagement events such as parent information night, Polar Express, MAP student growth goal camp, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase family engagement in the school community. Increase parent and family engagement in academic and growth goals. **Staff Responsible for Monitoring:** Administration Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Utilize available district communication strategies to increase engagement and awareness for our school community and parents. Including, but not limited to, Campus Website, Campus Social Media, Weekly School Newsletter (Rocket Fuel), and Daily Classroom Communication (Rocket Record).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness of and engagement school events for all families and community members **Staff Responsible for Monitoring:** Administrators, Instructional Leadership Team, Teachers **TEA Priorities:** Improve low-performing schools	Some Progress			

Strategy 3 Details	Reviews			

Strategy 3: Create new and deeper volunteer opportunities for families to participate in the school. Including, but not limited to, Friday Helpers, Rocket Parent Patrol, Library Helpers.
    Strategy's Expected Result/Impact: Increased family engagement.
    Staff Responsible for Monitoring: Admin, Culture Coach
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	Some Progress			

Strategy 4 Details	Reviews			

Strategy 4: Utilize RISD Insider to promote family engagement and increase family/community awareness of school events and opportunities to participate in the school through the use of social media.
    Strategy's Expected Result/Impact: Increase family/community engagement in the school
    Staff Responsible for Monitoring: Admin, RISD Insider
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	Some Progress			

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			
Strategy 1: 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. **Strategy's Expected Result/Impact:** Ensure all money is handled securely, ethically, and with proper documentation. **Staff Responsible for Monitoring:** Executive Assistant Administrators Teachers		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
		Some Progress			
Strategy 2 Details		Reviews			
Strategy 2: Collaborate with Facility Services and the Energy & Sustainability Department to optimize campus energy use in an effort to align with the district's energy management plan and lower overall energy consumption. **Strategy's Expected Result/Impact:** Reduction in building energy waste. **Staff Responsible for Monitoring:** Administration, Executive		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
		Moderate Progress			

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: Employ school-wide behavioral and campus citizenship expectations such as CHAMPS, SOAR, and SEL.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will be aware of and understand the campus expectations, creating a safe learning environement and increasing student success.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration, instructional support team, all teachers. **ESF Levers:** Lever 3: Positive School Culture	✗ Discontinue			

◯ 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 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: Provide teachers with professional development on the use of instructional technology such as Apple Classroom and JAMF Teacher.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to better monitor students during technology use, leading to less lost instructional time. **Staff Responsible for Monitoring:** Administration, instructional support team **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

State Compensatory

Budget for Richland Elementary

Total SCE Funds: $5,460.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Tutoring

Title I