

**Richardson Independent School District**

**Stults Road Elementary**

**2025-2026 Campus Improvement Plan**

# **Mission Statement**

**The mission of RISD is to serve and prepare all students for their global future.**

**The mission of Stults Road Elementary is to create a community where all students connect, learn, grow, and succeed; socially, emotionally, and academically.**

# **Vision**

**Stults Road Elementary will be a positive place of collaboration, commitment, and love for all.**

# **Value Statement**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Stults Road Elementary serves approximately **624 students in grades PK–5** in Richardson ISD. The campus is located in northeast Dallas and reflects a richly diverse community of learners.

### Student Enrollment & Diversity

- **Total Enrollment:** 624 students (PK–5)
- **Ethnic Distribution:**
  - Hispanic – 43.4%
  - African American – 38%
  - White – 7.7%
  - Asian – 8.5%
  - Two or More Races – 2.2%
  - American Indian – <1%

### Economic Status

- Free Lunch: 54%
- Reduced Lunch: 1.4%
- Other: 17.5%
- Not Economically Disadvantaged: 5.9%
- No Data Available: 20%

### Special Populations (carryover estimates from prior data)

- English Learners (Bilingual/ESL): ~51%
- Special Education: ~10%
- Gifted & Talented: ~5%
- At-Risk: ~75% (based on historical trends)

### Staffing & Student Support

- **Student/Teacher Ratio:** ~15:1
- Teachers and staff reflect diverse backgrounds and collaborate to support academic and social-emotional needs.
- Stults Road operates a **Two-Way Dual Language Program** that promotes bilingualism, bi-literacy, and cross-cultural competency.

### Campus Needs Emerging from Demographics

- Over half of students qualify for free/reduced lunch, highlighting a continued need for wraparound services, equitable access to resources, and family engagement opportunities.
- The large bilingual/ELL population requires consistent implementation of **language acquisition strategies** and **literacy development supports** in English and Spanish.
- High percentages of at-risk students require **robust intervention systems**, SEL supports, and data-driven progress monitoring to close gaps.
- SPED services and inclusion support must remain aligned to ensure compliance and meet individualized student needs.
- Campus diversity calls for **culturally responsive instruction** and professional learning for staff to address the unique needs of students and families.

## Demographics Strengths

Stults Road Elementary benefits from a richly diverse student population, with 43.4% Hispanic, 38% African American, 8.5% Asian, 7.7% White, and 2.2% Multiple Races. This diversity fosters an inclusive environment that promotes global awareness, cultural pride, and cross-cultural connections among students. Enrollment has grown to 624 students, reflecting strong family trust in the school community and providing opportunities to expand resources and extracurricular programs. The campus's high percentage of bilingual/ELL students supports a thriving **Two-Way Dual Language Program**, which equips students with bi-literacy skills and strengthens academic success in both English and Spanish.

The low student-to-teacher ratio allows for personalized instruction and meaningful connections that meet the academic and social-emotional needs of learners. Additionally, strong family and community engagement—through PTA involvement, school events, and partnerships—enhances the collaborative spirit of the campus. Overall, the demographic makeup of Stults Road Elementary is a strength that enriches the educational experience and prepares students to thrive in diverse communities.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** A high percentage of students (54% free, 1.4% reduced, 17.5% other, 20% no data) face economic barriers that may limit access to academic resources, enrichment, and consistent attendance.

**Root Cause:** Families may experience financial instability, limited access to enrichment opportunities, and challenges engaging with the school due to work schedules or resource gaps.

**Problem Statement 2:** 51% of students are English Learners, and many require targeted language acquisition and literacy development in English and Spanish.

**Root Cause:** High mobility, varying levels of prior schooling, and the need for consistent sheltered instruction practices across classrooms.

**Problem Statement 3:** 75% of students are identified as at-risk of academic failure.

**Root Cause:** Gaps in foundational skills, high student mobility, and inconsistent intervention alignment between general education and SPED/RTI support.

**Problem Statement 4:** Special Education students (~10%) require consistent service minutes and accommodations aligned with their IEPs.

**Root Cause:** Scheduling conflicts, communication gaps between SPED and general education, and limited capacity to monitor service delivery closely.

# Student Achievement

## Student Achievement Summary

Stults Road Elementary received an overall scaled score of **69**, resulting in an overall accountability rating of **D** for 2025. Performance across domains indicates both areas of strength and significant needs for improvement.

- **Domain I (Student Achievement):** Scaled score of **56**, reflecting low overall performance on STAAR assessments. This indicates that a majority of students are performing below grade level expectations in one or more subject areas.
- **Domain II-A (Academic Growth):** Scaled score of **70**, showing that many students are making expected growth even if they are not yet meeting grade-level standards. Growth is a relative strength for the campus and highlights effective instructional practices in some areas.
- **Domain II-B (Relative Performance):** Scaled score of **56**, showing that when compared to schools with similar percentages of economically disadvantaged students, Stults Road is under-performing.
- **Domain III (Closing the Gaps):** Scaled score of **67**, indicating persistent gaps in performance among student subgroups, particularly English Learners, economically disadvantaged students, and special education populations.

While overall achievement remains low, the data shows that student growth (Domain II-A) is a notable strength and an area where the campus can build momentum to raise achievement across all domains.

## Student Achievement Strengths

- **Growth as a Strength:** With a scaled score of **70** in Domain II-A, many students are demonstrating academic progress, even if they are not yet meeting grade-level expectations. This suggests that instructional practices and intervention systems are beginning to move students forward.
- **Student Resilience:** Despite high percentages of economically disadvantaged (74%) and at-risk students, there is evidence that students are responding to instruction and showing gains, particularly in growth measures.
- **Instructional Capacity:** Teachers have established systems that help students make progress over time, which can be leveraged to increase the percentage of students meeting and mastering grade-level standards.
- **Potential for Targeted Improvement:** Performance in Domain III (Closing the Gaps) is higher than Domain I and Domain II-B, indicating that some subgroup supports are beginning to narrow gaps, though more consistency is needed.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Overall student achievement (Domain I score 56) is significantly below state expectations, with the majority of students performing below grade level on STAAR in Reading, Math, and Science.

**Root Cause:** Gaps in foundational skills and academic vocabulary, especially for English Learners. Inconsistent alignment of Tier I instruction to the rigor of state standards. Limited use of data-driven planning to target grade-level TEKS mastery.

**Problem Statement 2:** While growth (Domain II-A score 70) is a relative strength, the campus is not translating growth into high percentages of students meeting or mastering grade-level standards.

**Root Cause:** Instructional practices often focus on remediation without consistent opportunities for grade-level complexity and rigor. Lack of targeted push toward Meets and Masters performance levels in lesson design and assessments. Intervention blocks not consistently aligned with core instruction and grade-level expectations.

**Problem Statement 3:** Relative performance (Domain II-B score 56) indicates that Stults Road is under-performing compared to schools with similar percentages of economically disadvantaged students.

**Root Cause:** instructional time loss due to transitions, behavior interruptions, or reteaching routines. Limited differentiation to meet the diverse needs of high-poverty, high-mobility students. Inconsistent implementation of culturally responsive strategies that fully engage all student groups.

**Problem Statement 4:** SPED and struggling learners are not consistently meeting IEP goals or grade-level expectations, impacting subgroup performance in both Domain I and Domain III.

**Root Cause:** Service delivery conflicts and scheduling challenges that limit SPED support during Tier I instruction. Inconsistent monitoring of accommodations and modifications across content areas. Limited co-teaching or inclusion models to provide just-in-time support.



# School Culture and Climate

## School Culture and Climate Summary

The students at Stults Road Elementary enjoy coming to school, and believe the campus is safe and fun.

The school emphasis on maintaining a positive classroom environment and campus behavior management system will be sustained through use of Emergent Tree in all common areas and its implementation and consistent use in all classrooms. These systems will help support the success of all students and further enhance our school and community structure. We believe this proactive approach will promote a culture of positive interactions between staff, students and community.

## School Culture and Climate Strengths

Stults Road Elementary places a strong emphasis on student growth across all grade levels, while also prioritizing the growth and development of every staff member, including teachers, administrators, paraprofessionals, custodians, cafeteria staff, and support personnel. The implementation of school-wide uniforms fosters unity, equity, and school pride, while proactive discipline practices promote consistency, prevention, and restorative approaches. Positive student behavior is consistently celebrated through recognition systems such as the Principal's 100 Club, which highlights students who model excellence in conduct and character. In addition, weekly staff highlights and celebrations acknowledge professional contributions, reinforce morale, and build a culture of appreciation. Family and community engagement is further strengthened through the active participation of the Championship Dad's Club, which supports campus initiatives and builds connections between school and home. Together, these practices create a culture of growth, recognition, and community that supports both student achievement and staff well-being.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Stults Road Elementary maintains a focus on the recruiting, hiring and retention of a highly qualified and student focused staff. The partnership between campus and district level leadership is paramount to the successful achievement of this goal. Stults Road will research best practices and provide resources to support teachers and support staff as they maintain a nurturing work environment focused on student success. Stults Road will continue to support new teachers through the assignment of Mentor teachers. Paired with ongoing data analysis and needs assessments, administrators will provide recommended or required professional development sessions for staff in need of support.

## Staff Quality, Recruitment, and Retention Strengths

At Stults Road Elementary, supporting teachers is a top priority, as they play a pivotal role in shaping the future of our students. We are committed to strengthening teacher growth through ongoing **classroom observations, timely feedback, and high-quality professional development** opportunities that build instructional capacity and confidence. Retention is supported by intentionally creating moments throughout the year to recognize and appreciate staff for their dedication. This includes **recognition during staff meetings**, thoughtful **random acts of kindness based on each teacher's favorites list**, and consistent systems of encouragement that celebrate both professional and personal contributions. By fostering a culture of recognition, growth, and support, Stults Road continues to build strong staff morale and teacher retention, ensuring stability and excellence for students.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Stults Road Elementary is entering its **second year of implementing the new curricula, Amplify and Bluebonnet**, while also fully incorporating the district's **Curriculum, Instruction, and Assessment (CIA) resources**. Teachers are being supported through targeted professional development, coaching, and collaborative planning to build confidence and consistency in delivering these programs with fidelity. This focus ensures alignment across grade levels and strengthens both instruction and student learning outcomes.

## Curriculum, Instruction, and Assessment Strengths

### Amplify:

- **Engaging Content:** Amplify uses interactive, digital resources that capture students' interest and enhance learning.
- **Differentiation:** The curriculum is designed to support diverse learning needs, offering tailored pathways for all students.
- **Data-Driven:** Amplify provides real-time assessments and feedback, allowing for informed instructional adjustments.

### Eureka:

- **Conceptual Understanding:** Eureka emphasizes deep comprehension of math concepts through a focus on problem-solving and real-world applications.
- **Structured Progression:** The curriculum builds on prior knowledge systematically, ensuring students develop a strong foundation.
- **Collaboration and Discourse:** Eureka encourages collaborative learning and mathematical discussions, fostering critical thinking skills.

# Family and Community Engagement

## Family and Community Engagement Summary

Stults Road is now in its **third year of having a vibrant and functioning PTA!** This dedicated group is committed to enhancing the school experience by organizing engaging events and providing valuable resources throughout the year.

## Family and Community Engagement Strengths

The Stults Road PTA boasts several strengths that significantly enhance our school community:

1. **Engagement:** The PTA actively organizes events that foster community spirit and encourage family involvement.
2. **Support:** They provide essential resources and programs that directly benefit our students and staff.
3. **Advocacy:** The PTA advocates for our school's needs, ensuring our voices are heard at the district level.
4. **Collaboration:** They create strong partnerships between parents, teachers, and administration, promoting a united front for our students' success.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- 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
- Equity data
- T-TESS data
- T-P ESS data

#### **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
- Budgets/entitlements and expenditures data

# 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 toward goals and tools for progress measurement at all campuses.

**High Priority**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Schoology will serve as the central hub where students document academic goals, post quarterly reflections, and upload portfolio artifacts. <b>Strategy's Expected Result/Impact:</b> The strategy will ensure that 100% of students set and track measurable goals each quarter, with four artifacts documented in their Schoology Portfolio as evidence of growth. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches , Classroom teachers  <b>Title I:</b> 2.51 <b>- TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				



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

**Performance Objective 2:** Ensure all students have a school/home connection while attending Stults Road Elementary.

**Evaluation Data Sources:** Choir Rosters  
Art Club Rosters

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue campus participation in Elementary Choir, Dance Club, and Art Club <b>Strategy's Expected Result/Impact:</b> Increase student involvement in extracurricular activities by 25%. <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Art Teacher, Music Teacher  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

**Performance Objective 3:** Stults staff will support an active and fully functioning PTA. ( Title I Component)

**Evaluation Data Sources:** PTA sign up  
PTA Event schedule  
Parent/Teacher Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of Staff will join PTA and parent PTA membership will increase by at least 50% over the 25-26 school year.  <b>Strategy's Expected Result/Impact:</b> Expanded parent membership, leadership, and active involvement in PTA. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal ILT  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

**Performance Objective 4:** Set clear expectations for discipline process and implement Emergent Tree and SEL, including connecting cultures and bullying prevention strategies in order to improve school safety, culture, and student behavior.







**Evaluation Data Sources:** Focus system Discipline referrals  
Bullying Referrals  
Principal 100 data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Emergent Tree framework for delivering universal and additional tiers of behavior support to improve educational outcome for all students. <b>Strategy's Expected Result/Impact:</b> Decrease office referrals school-wide by 20%, leading to improved social, emotional, and academic outcomes for all students. <b>Staff Responsible for Monitoring:</b> Administration , All Stults Road Staff  <b>Title I:</b> 2.53 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

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

**Performance Objective 5:** Develop campus plan for internet safety / digital citizenship in order to "Implement state required bullying prevention requirements consistent with Board policies and procedures.

**Evaluation Data Sources:** Focus: Bullying Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselor, LITE, and Technology Assistant will implement Digital Citizenship and Internet Safety lessons to focus on responsible technology use and safety for all students and cyber-bullying prevention. <b>Strategy's Expected Result/Impact:</b> Decrease incidents of unsafe online behavior, cyberbullying, device misuse, and damaged or broken devices by 20%. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, LITE, Technology Assistant, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement and monitor the campus bully prevention plan which includes implementation of Students in Need of Assistance, peer mediators, anonymous reporting tools, and communication plan for parents to be notified of bullying allegations, investigations, and outcomes regarding their child as alleged victim or bully. <b>Strategy's Expected Result/Impact:</b> Decrease by 20%: Incidents of unsafe online behavior, cyberbullying, device misuse, and damaged or broken devices. <b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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

**Performance Objective 6:** Establish and monitor two growth goals--one academic and one professional--to drive continuous improvement and measurable outcomes.

**Evaluation Data Sources:** Eduphoria TTESS Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers: Set one academic goal based on student data (e.g., reading growth, math proficiency) and one professional goal tied to instructional practice or classroom management.  Administrators: Set one academic goal aligned with campus or grade-level performance data and one professional goal tied to leadership development (e.g., coaching, data-driven decisions, or culture-building). <b>Strategy's Expected Result/Impact:</b> 100% of teachers and administrators will demonstrate measurable growth in both academic outcomes and professional practice. <b>Staff Responsible for Monitoring:</b> All staff  <b>Title I:</b> 2.52 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

**Performance Objective 7:** Implement an Emergency Cardiac Response round table drill in the fall and an all campus AED drill in February to coincide with heart month. This is an effort to be prepared to respond quickly if a cardiac event should occur on campus.

**Evaluation Data Sources:** Training sign in sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collaborate with the school nurse, safety team, and administration to implement campus-wide cardiac emergency preparedness. Conduct an Emergency Cardiac Response Round-table Drill in the fall to review roles and procedures, followed by an all-campus AED Drill in February during Heart Month to simulate a real-time cardiac event and ensure staff readiness.  <b>Strategy's Expected Result/Impact:</b> Staff will demonstrate increased confidence and competence in responding to cardiac emergencies, reducing response time and ensuring a coordinated, effective use of AEDs. The campus will be better prepared to manage real-life cardiac events, increasing overall student and staff safety and aligning with district/ state emergency preparedness standards.  <b>Staff Responsible for Monitoring:</b> Nurse , Administrators	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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






**Performance Objective 8:** Monitor and support student immunization compliance of the student body.

**Evaluation Data Sources:** Nurse immunization records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collaborate with the school nurse, campus registrar, and administration to monitor and support student immunization compliance. Review immunization records regularly, communicate with parents/guardians regarding upcoming or missing vaccines, and provide resources or referral information to assist families in meeting state immunization requirements.  <b>Strategy's Expected Result/Impact:</b> Increase student immunization compliance to meet 100% state and district requirements.  Minimize student exclusions from school due to non-compliance, ensuring uninterrupted learning. <b>Staff Responsible for Monitoring:</b> Nurse Administrators	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

**Performance Objective 9:** Ensure educators teach and administratively verify that all Too Good For Drug Lessons are taught.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Collaborate with classroom teachers, counselors, and campus administration to ensure full implementation of the Too Good for Drugs curriculum. Establish a teaching schedule for all lessons, provide necessary resources and training for staff, and create a system for administrative verification through lesson completion logs, walkthroughs, or electronic reporting.  <b>Strategy's Expected Result/Impact:</b> All Too Good for Drugs lessons will be taught with fidelity, ensuring students receive consistent instruction in drug prevention, decision-making, and healthy lifestyle skills. Administrative verification will provide accountability and documentation, supporting campus compliance with district requirements and fostering a safer, healthier student body.  <b>Staff Responsible for Monitoring:</b> Administrators Counselors		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					



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

**Performance Objective 10:** Implement strategic transition strategies for Middle School and increase extracurricular participation.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Fifth Grade students will participate in a Middle School Simulation to provide student agency in preparing for Middle School the following year. <b>Strategy's Expected Result/Impact:</b> 5th grade students transition smoothly into the middle school model. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> No Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

**Performance Objective 11:** Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY.

**High Priority**  
**Evaluation Data Sources:** MAP Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Inform students and families about upcoming MAP assessments through newsletters, Talking Points messages, and parent meetings. <b>Strategy's Expected Result/Impact:</b> 95%+ student participation rate in MAP assessments within each testing window (BOY, MOY, EOY). <b>Staff Responsible for Monitoring:</b> Administrators, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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

**Performance Objective 12:** Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics by 5-10%.



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Using MAP, DRA and M-class data , I-Ready Math Diagnostic, RISD CIAS: M-Class, MAP Reading Fluency ; implement reading intervention strategies such as LLI/SIL, targeted tutoring, MTA/Bridges and small groups to support Tier 2 and Tier 3 (HB1416) students during i-Time and classroom instruction to increase literacy of all students. <b>Strategy's Expected Result/Impact:</b> Decreased amount of students needing tier 2 and 3 small group instruction. Increased number of students reading on or above grade level according to the end of year STAAR, MAP and DRA assessments. <b>Staff Responsible for Monitoring:</b> Administration , Instructional Leadership Team, Classroom Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				







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

**Performance Objective 13:** By June 2027, the percent of 3rd grade students who score at the Meets level or above on STAAR will increase from 22% to 28% in Math and from 30% to 36% in Reading to meet the Board Goal targets.

**High Priority**

**Evaluation Data Sources:** STAAR  
MAP Growth



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use MAP Growth, district checkpoints, and STAAR item analysis to identify priority TEKS; conduct Tuesday Data Days to monitor progress and adjust instruction. <b>Strategy's Expected Result/Impact:</b> Teachers use data to adjust instruction; students show incremental growth toward 3-5% targets. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Admin Team  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide Tier II & Tier III supports through I-Time, small-group instruction, and interventionist support; monitor progress bi-weekly and adjust groupings. <b>Strategy's Expected Result/Impact:</b> Domain III Closing the Gaps score will increase from [current score] to 70. <b>Staff Responsible for Monitoring:</b> Teachers, SPED, Interventionists, Bilingual Team  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			




Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Implement Thursday Internalization for lesson planning; conduct weekly admin walkthroughs aligned to TTESS 2.1 & 2.3; provide feedback and GBF coaching cycles. <b>Strategy's Expected Result/Impact:</b> Improved lesson delivery and student engagement; stronger alignment to priority TEKS. <b>Staff Responsible for Monitoring:</b> Admin Team, Instructional Coaches, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Utilize I-Ready and Classroom Teachers to analyze data and deliver targeted math small group intervention for Tier 3 math students to build numeracy and foundational math skills. <b>Strategy's Expected Result/Impact:</b> Increased number of students from tier 3 to tier 2 by MOY. Decrease in Tier 3 math students school-wide by EOY. Increase in students performing on grade level in math by EOY. <b>Staff Responsible for Monitoring:</b> Administration, 3-5 Math Teachers, SPED, Instructional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

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

**Performance Objective 14:** Increase the percentage of English language proficiency growth on TELPAS by 3-8%.

**Evaluation Data Sources:** TELPAS test

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Analyze TELPAS, MAP, and classroom data; set growth goals for EB students; monitor progress every six weeks. <b>Strategy's Expected Result/Impact:</b> Students demonstrate measurable growth in English proficiency; teachers adjust instruction based on language data. <b>Staff Responsible for Monitoring:</b> Admin Team, Classroom Teachers, LAT  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Embed ELPS daily in Reading, Writing, Listening, and Speaking; provide sentence stems, academic vocabulary routines, and structured student talk; use Thursday Internalization to align lesson planning. <b>Strategy's Expected Result/Impact:</b> Increased opportunities for EB students to practice language; higher proficiency levels on TELPAS. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Language Acquisition Teacher  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide small-group instruction focused on listening/speaking fluency; deploy ESL/bilingual staff; monitor oral language development. <b>Strategy's Expected Result/Impact:</b> EB students strengthen oral language skills; closing gaps in TELPAS domains. <b>Staff Responsible for Monitoring:</b> Teachers, LAT , Bilingual Staff  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Conduct BOY, MOY, and EOY LPAC reviews; track TELPAS, MAP, and STAAR data to identify EB readiness for reclassification <b>Strategy's Expected Result/Impact:</b> EB students' progress toward exit criteria is closely monitored and documented. <b>Staff Responsible for Monitoring:</b> LPAC Committee, Administrative Team  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Embed ELPS in daily instruction with a focus on academic vocabulary and structured student talk; align lesson plans through Thursday Internalization. <b>Strategy's Expected Result/Impact:</b> EB students develop language proficiency aligned with reclassification standards. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, LAT  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			






Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide small-group instruction for EB students near exit criteria; deploy bilingual/ staff to strengthen Reading and Writing skills.  <b>Strategy's Expected Result/Impact:</b> Increase by 30%. The number of EB (Emergent Bilingual) students who demonstrate readiness for exit.  <b>Staff Responsible for Monitoring:</b> Teachers, Language Acquisition Teacher  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				



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

**Performance Objective 15:** Develop a plan to improve attendance rate by at least 0.5% for the 25-26 school year.




**Evaluation Data Sources:** Attendance data







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Schedule and conduct conferences via the A2A attendance monitoring system with parents of students who are chronically tardy or absent. <b>Strategy's Expected Result/Impact:</b> Improve attendance rate by at least 0.5% for the 25-26 school year.  Increased attendance rates Reduction in tardies Improved student performance <b>Staff Responsible for Monitoring:</b> Student Data Specialist , Administrators  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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

**Performance Objective 16:** Ensure 100% compliance of quarterly IEP progress monitoring reports for students receiving services through Special Education.

**Evaluation Data Sources:** IEP'S (Individual Education Plan)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a campus calendar of quarterly IEP progress report deadlines; monitor submissions through Branching Minds/Eduphoria. <b>Strategy's Expected Result/Impact:</b> All IEP progress reports submitted on time and tracked for compliance. <b>Staff Responsible for Monitoring:</b> Special Education Leads, Administrative Team, Instructional Coaches  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Train staff on expectations; assign case managers to align IEP goals with instruction and monitor progress documentation. <b>Strategy's Expected Result/Impact:</b> Teachers consistently document and report student progress accurately. <b>Staff Responsible for Monitoring:</b> Special Education Leads, Admin Team, Instructional Coaches  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hold weekly SPED PLCs to review IEP goals and monitoring tools; conduct periodic audits of reports. <b>Strategy's Expected Result/Impact:</b> Increased accuracy and fidelity of IEP progress monitoring. <b>Staff Responsible for Monitoring:</b> SPED Team, Admin Team	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			






Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Leadership team reviews compliance monthly. <b>Strategy's Expected Result/Impact:</b> 100% compliance maintained; improved staff accountability. <b>Staff Responsible for Monitoring:</b> Administrative Team, Special Education Leads  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Send parents quarterly progress reports; review IEP progress during ARD meetings and conferences. <b>Strategy's Expected Result/Impact:</b> Families informed of student progress and engaged in supporting IEP goals. <b>Staff Responsible for Monitoring:</b> Teachers, Case Managers,	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 17:** By June 2026, Stults Road Elementary will increase student achievement across all tested content areas to improve Domain I (Student Achievement) and Domain III (Closing the Gaps) scores, resulting in an overall campus rating of 74.

**High Priority**  
**Evaluation Data Sources:** STAAR Results  
MAP Growth (NWEA)



Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Provide Tuesday after-school interventions specifically for Tier 2 and Tier 3 students in RLA and Math. <b>Strategy's Expected Result/Impact:</b> Students in Tier 2 and Tier 3 who participate in Tuesday after-school interventions will demonstrate accelerated growth in RLA and Math, as evidenced by progress monitoring (MAP Growth, running records, math fluency checks) and an increased percentage of students moving from Approaches - Meets and from Meets - Masters on STAAR assessments. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Leadership Team, Classroom Teachers.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		<div><div></div></div> <div>Some Progress</div>			






Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement targeted, data-driven instruction, HQIM curriculum, and focused interventions to accelerate student growth and close performance gaps in Reading, Math, Science.</p> <p><b>Strategy's Expected Result/Impact:</b> Domain I Academic Achievement score will increase from [current score] to 75.</p> <p>Domain III Closing the Gaps score will increase from [current score] to 70.</p> <p>Overall campus rating will reach 74 by June 2026.</p> <p><b>Staff Responsible for Monitoring:</b> Area Superintendent Principal Assistant Principals Instructional Coaches</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

**Evaluation Data Sources:** Classroom walkthrough data




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct weekly leadership team walkthroughs with appraisers and ILT members to align evidence collection and rubric scoring. <b>Strategy's Expected Result/Impact:</b> Leadership team maintains consistent scoring practices; observation evidence becomes more uniform across evaluators. <b>Staff Responsible for Monitoring:</b> Administrators , Instructional Leadership Team  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monitor evaluator feedback for consistency checks, ensuring growth-focused coaching aligns with observed evidence. <b>Strategy's Expected Result/Impact:</b> Teachers receive actionable, equitable, and consistent feedback that supports instructional growth and builds trust in evaluations. <b>Staff Responsible for Monitoring:</b> Administrators , ILT  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Review 10% of all observation write-ups each semester for alignment of evidence, scoring, and feedback consistency. <b>Strategy's Expected Result/Impact:</b> Observation notes demonstrate clear alignment between evidence, scores, and growth-focused feedback. <b>Staff Responsible for Monitoring:</b> Administrators , Instructional leadership Team  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

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

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

**Evaluation Data Sources:** Teacher Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct quarterly staff climate surveys and use results to address concerns through leadership team action plans. <b>Strategy's Expected Result/Impact:</b> Staff feedback is consistently reviewed and acted upon, leading to improved climate survey results. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Establish a staff recognition program (e.g., Employee of the Month, shout-outs, morale events). <b>Strategy's Expected Result/Impact:</b> Increased sense of value and belonging, reflected in higher staff satisfaction ratings. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide targeted professional development and growth opportunities aligned to teacher goals, T-TESS, and leadership pathways. <b>Strategy's Expected Result/Impact:</b> Staff see clear opportunities for growth, increasing motivation and long-term commitment. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			





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:** Strengthen campus communication systems with parents and the community through consistent messaging, multiple platforms, and proactive outreach.

**Evaluation Data Sources:** Parent Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop a campus communication plan outlining methods, frequency, and responsible parties (newsletters, social media, call-outs). <b>Strategy's Expected Result/Impact:</b> Families receive timely and consistent updates, reducing gaps in information. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase social media presence with weekly posts highlighting student learning, achievements, and upcoming events. <b>Strategy's Expected Result/Impact:</b> Parent engagement increases as measured by post interactions and survey feedback. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Establish a parent communication feedback loop (short surveys after events, quick polls, QR code check-ins). <b>Strategy's Expected Result/Impact:</b> Leadership receives real-time input to adjust communication methods and address concerns quickly. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	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 the district learning framework to provide all RISD students experiences to develop competencies aligned with the graduate profile, and highlight and produce exemplars to share with central office to create an "exemplar bank"

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of teachers will embed the Learner Framework pieces into regular classroom instruction to provide content - based opportunities for student engagement and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Each student will develop in the following areas: Financial Literacy , Critical Thinking/Problem Solving , Real World Connections, Effective Communication, and Emotional Intelligence.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators / Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 2:** Embed & monitor Lead4ward strategies into regular classroom instruction.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 100% of teachers will implement at least 1 Lead4ward strategy (Quick Checks, Thinking Stems, Instructional Playlists) during daily instruction across all content areas. <b>Strategy's Expected Result/Impact:</b> Student performance on campus-based assessments and STAAR will show measurable growth in identified focus areas. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Leadership Team, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		<div><div></div></div> Some Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

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

**Performance Objective 3:** Embed ELLevation strategies into regular classroom instruction to provide content-based language instruction in ESL and Dual Language classrooms, as well as Summit K12 minutes and strategies.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 100% of teachers will intentionally implement at least 1 ELLevation strategy to support language acquisition through content-based instruction. <b>Strategy's Expected Result/Impact:</b> Growth in language proficiency levels as measured by TELPAS and other progress monitoring tools. <b>Staff Responsible for Monitoring:</b> Language Acquisition Teacher, Instructional Leadership Team and Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		<div><div></div></div> Some Progress			
<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 4:** Embed the Richardson ISD Learner Framework pieces into regular classroom instruction to provide content-based opportunities for student engagement and growth.








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will intentionally design instruction that integrates the RISD Learner Growth Experience Framework by sparking interest (Ignite), fueling curiosity (Wonder/Discover), fostering teamwork (Collaborate), applying and creating authentic products (Apply/Create), and guiding reflection for continued growth (Reflect).  <b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased engagement, curiosity, collaboration, authentic application of learning, and reflective practices, resulting in higher-quality work products, improved academic performance, and measurable growth toward RISD's Graduate Profile and North Star goal.  <b>Staff Responsible for Monitoring:</b> Administration, ILT, Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Some Progress			
<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 5:** Implement Amplify and Bluebonnet curriculum with fidelity to ensure a guaranteed and viable curriculum across all classrooms.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will intentionally implement district curriculum documents and resources, including Amplify and Bluebonnet, with fidelity to ensure alignment to TEKS. <b>Strategy's Expected Result/Impact:</b> Student performance on campus-based assessments and STAAR will show measurable growth in mastery of TEKS. <b>Staff Responsible for Monitoring:</b> Administrators, ILT	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus administrators and instructional coaches will monitor implementation through weekly walkthroughs, lesson plan reviews, and PLC discussions, while collaborating with Curriculum & Instruction (C&I) to address concerns, provide targeted support, and ensure consistent Tier 1 instruction across all grade levels and content areas. <b>Strategy's Expected Result/Impact:</b> PLC discussions will reflect teacher collaboration around curriculum alignment, best practices, and student learning outcomes. <b>Staff Responsible for Monitoring:</b> Administrators, ILT, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Use the Lesson Internalization Process to answer the PLC Questions: #1: What do we expect our students to learn? #2: How will they learn it? <b>Strategy's Expected Result/Impact:</b> Lesson plans to implement Tier I instruction that results in student engagement which improves student performance. <b>Staff Responsible for Monitoring:</b> Administration, ILT, Classroom Teachers  <b>ESF Levers:</b> 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
	 Moderate Progress			



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Bilingual teachers will utilize RISD Bilingual Dual Language Model to improve instruction for bilingual students. <b>Strategy's Expected Result/Impact:</b> Improved student performance on TELPAS, Growth measured on MAP, Improved Assessment scores and STAAR performance <b>Staff Responsible for Monitoring:</b> Administration, Bilingual Teachers, LAT,  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Stults Road special education teachers will implement strategies that address the needs of students with disabilities while supporting students within the general education program when appropriate. <b>Strategy's Expected Result/Impact:</b> Increased number of students from tier 3 to tier 2 or 1, Improved access to tier 1 instruction, Decreased behavior referrals, Increased use of supplemental aides, Growth measured on MAP, Improved Assessment scores for students with disabilities and STAAR performance . <b>Staff Responsible for Monitoring:</b> Administration, Special Education Teachers, MTA/Bridges Teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Analyze data to inform instructional decisions. Embed weekly data meetings into training and weekly PLC meetings with specific data analysis protocols. <b>Strategy's Expected Result/Impact:</b> Building competency in classroom teachers. Meaningful discussions about student performance. Evidence of instructional strategies being implemented in the classroom. Meet or increase the standard on all performance data. Increase school rating by one letter. <b>Staff Responsible for Monitoring:</b> Administration, ILT, SPED, LAT, ILT  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 6:** Lead professional learning that promotes continuous growth and equips all employees and students with the knowledge and skills they need to reach their individual growth goals.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus administrators and instructional leaders will design and deliver ongoing professional learning aligned to district initiatives, instructional best practices, and campus needs. <b>Strategy's Expected Result/Impact:</b> Teacher capacity will increase, as evidenced by walkthroughs, lesson implementation, and PLC collaboration. <b>Staff Responsible for Monitoring:</b> Administrators, ILT  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

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




**Performance Objective 7:** Provide career inspiration, exploration, and discovery in Pre-K - 6th grades (CTE/CCMR alignment).








**Evaluation Data Sources:** Student growth goals.  
MAP Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students with an opportunity to explore career explorations and increase knowledge of CCMR through Career Day and field trips (Biz Town -5th grade).  <b>Strategy's Expected Result/Impact:</b> Increased knowledge of college & career readiness and CTE pathways; Increased AVID awareness and CCR Framework; I-Dream and Career Day engaged participation. <b>Staff Responsible for Monitoring:</b> Administration, Counselors, Teachers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> No Progress			
<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 8:** Implement ESL content-based model in K-6 grades. Utilize Linguistic Acquisition Teachers to support ELLevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs).

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement the ESL content-based model in daily instruction to provide language-rich, TEKS-aligned learning opportunities for English Learners. <b>Strategy's Expected Result/Impact:</b> Walkthrough and lesson plan review data will reflect consistent use of content-based ESL strategies.  English Learners will show increased engagement and participation in classroom activities. <b>Staff Responsible for Monitoring:</b> Administrators, LAT, ILT  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> ESL and content teachers will actively embed ELLevation strategies into lesson design and delivery to support language acquisition across content areas. <b>Strategy's Expected Result/Impact:</b> English Learners will demonstrate measurable growth in academic vocabulary and comprehension skills. <b>Staff Responsible for Monitoring:</b> LAT, Administrators  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Linguistic Acquisition Teachers will model best practices, co-teach lessons, and provide coaching cycles for ESL and content teachers to strengthen implementation. <b>Strategy's Expected Result/Impact:</b> ESL and content teachers will demonstrate improved alignment in instructional practices. <b>Staff Responsible for Monitoring:</b> LAT, Administrators  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will utilize ELlevation, TELPAS, MAP Growth, and campus-based assessments to monitor English Learner progress and adjust instruction accordingly. <b>Strategy's Expected Result/Impact:</b> Student progress monitoring data will show growth in English language proficiency levels.  Teachers will demonstrate effective use of assessment data to guide instructional adjustments. <b>Staff Responsible for Monitoring:</b> LAT, Administrators  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> ESL and content teachers will collaborate to provide targeted interventions using district-approved resources, ensuring instructional adjustments are made to address the diverse needs of English Learners. <b>Strategy's Expected Result/Impact:</b> Intervention documentation will show consistent use of resources and strategies to meet learner needs.  English Learners receiving interventions will demonstrate measurable growth in identified focus areas. <b>Staff Responsible for Monitoring:</b> Administrators, LAT  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> ESL and content teachers will participate in PLCs to analyze student data, share effective strategies, and align instruction to student needs. <b>Strategy's Expected Result/Impact:</b> Instructional practices will show greater alignment and consistency across ESL and content classrooms. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 5: Effective Instruction	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 9:** Continue the Two-Way Dual Language Immersion program with integrity. Follow the content language allocation plan and monitor using learning walks. Provide feedback through walkthrough analysis.



**High Priority**




**Evaluation Data Sources:** Two -Way enrollment.

Student growth goals

Walk through data

Parent surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create time in the master schedule to allow Dual-Language teachers to participate in weekly PLCs focused on curriculum alignment, lesson internalization, and data-driven planning. <b>Strategy's Expected Result/Impact:</b> Strengthened Dual-Language program with aligned instructional practices across Pre-K and Kinder.  Increased teacher collaboration and consistency in implementation of two-way dual-language instruction.  Improved student outcomes in literacy and language development for early grade bilingual learners. <b>Staff Responsible for Monitoring:</b> Administration, Dual Language teachers, Central Support  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct learning walks through by District Central Support to provide support and professional development for dual language teachers. <b>Strategy's Expected Result/Impact:</b> Increased support and capacity for dual language two-way teachers.  Improved instructional practices aligned to dual language best practices.  Enhanced student engagement and achievement in dual language classrooms. <b>Staff Responsible for Monitoring:</b> Administration, Central administration  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Bilingual teachers will utilize the new RISD Bilingual Dual Language Model to improve instruction for bilingual students. <b>Strategy's Expected Result/Impact:</b> Improved student performance on TELPAS, Growth measured on MAP, Improved Assessment scores and STAAR performance <b>Staff Responsible for Monitoring:</b> Administration, Bilingual Teachers, LAT,  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Multilingual Department will implement strategies that address the needs of ELL students in reading, writing, and speaking. <b>Strategy's Expected Result/Impact:</b> EB students meet all passing standards in Reading, Writing and Speaking. Increased number of students from tier 3 to tier 2 or 1 <b>Staff Responsible for Monitoring:</b> RISD Multilingual Department / Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Host bilingual family literacy and math nights to engage parents in building their capacity to support biliteracy and numeracy at home. Events will be designed in both English and Spanish (and other languages as appropriate) to provide parents with practical strategies, resources, and modeling that reinforce classroom learning. <b>Strategy's Expected Result/Impact:</b> Increased family engagement in supporting student biliteracy and numeracy development.  Parents demonstrate greater confidence and ability to use strategies at home that align with classroom practices.  Improvement in student literacy and math outcomes, particularly among emergent bilingual learners. <b>Staff Responsible for Monitoring:</b> Multilingual Team Principal Assistant Principal Dual Language Teachers  <b>Title I:</b> 2.52 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	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 10:** Utilize district wide professional development days and early release days to support and train teachers on the Learner Growth Experience.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide PD on how to incorporate the learner growth experience components in Bluebonnet, Amplify, and make connections with the 5E Model for McGraw-Hill in Science. <b>Strategy's Expected Result/Impact:</b> MAP-STAAR-CIAs <b>Staff Responsible for Monitoring:</b> ILT, Administration, Classroom Teachers, SPED	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

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







**Performance Objective 11:** Ensure all K-6 elementary teachers complete their 30 hours of G/T foundational training or 6 hours update. 6 hours update training's are approved by the campus Elementary ALT.

**Evaluation Data Sources:** Completion certificates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus administrators and the Elementary ALT will maintain a tracking system to monitor teacher completion of 30-hour foundational training and 6-hour updates. <b>Strategy's Expected Result/Impact:</b> 100% of K-6 teachers will be documented as meeting G/T training requirements by the end of the school year. <b>Staff Responsible for Monitoring:</b> Administrators, GT	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Regularly communicate G/T training expectations, requirements, and deadlines during PLCs, staff meetings, and through email reminders. <b>Strategy's Expected Result/Impact:</b> Teachers will demonstrate clear understanding of training expectations and deadlines <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide ongoing professional learning and coaching to ensure teachers are proficient in using Schoology and Seesaw to design and deliver instruction aligned to the RISD Learner Growth Experience Framework (Ignite, Wonder/Discover, Collaborate, Apply/Create, Reflect). <b>Strategy's Expected Result/Impact:</b> Teachers will demonstrate increased confidence in using LMS tools to engage students. <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use Schoology and Seesaw to provide opportunities for students to collaborate, create, and reflect on their learning as outlined in the Learning Framework. <b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased ownership of learning through posts, projects, and reflections in the LMS. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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







**Performance Objective 13:** Plan for I-Team on Campus Support and Professional Learning to address identified areas of growth on BrightBytes Survey.Support teachers in monitoring student academic growth goals in See Saw and Schoology.

**Evaluation Data Sources:** BrightBytes Survey  
MAP Data  
CIA Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> I-Team Member will provide Phase 2 and 3 Professional Learning of See Saw (K-2) and Schoology (3-5) platforms for student goal setting. <b>Strategy's Expected Result/Impact:</b> MAP Data CIA Data <b>Staff Responsible for Monitoring:</b> ILT, Administration, Classroom Teachers  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

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







**Performance Objective 14:** Implement a one-way dual language program with fidelity by following the content language allocation plan, monitoring through learning walks, and providing feedback through walkthrough analysis.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will deliver instruction aligned to the district's content language allocation plan, ensuring consistent delivery of Spanish and English instruction across grade levels. <b>Strategy's Expected Result/Impact:</b> Students will demonstrate growth in both English and Spanish proficiency, as evidenced by TELPAS, STAAR, and local assessments. <b>Staff Responsible for Monitoring:</b> Administrators, LAT  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus administrators and instructional coaches will conduct regular learning walks focused on program fidelity and effective instructional strategies in dual language classrooms. <b>Strategy's Expected Result/Impact:</b> Learning walk data will document consistent use of dual language practices across classrooms.  Administrators will identify trends and needs for targeted professional development. <b>Staff Responsible for Monitoring:</b> Administrators, LAT  <b>ESF Levers:</b> Lever 5: Effective Instruction	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 15:** Implement with fidelity the Data Driven Instruction protocol and weekly data meetings (specifically as it relates to our priority areas: 3rd Math and Reading,







**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Grade 3 teachers, instructional coaches, and administrators will participate in weekly data meetings to review assessment results, identify misconceptions, and plan reteach strategies aligned to priority TEKS in Math and Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Data meeting agendas and minutes will reflect targeted analysis of Math and Reading priority standards.</p> <p>Teachers will implement timely reteach plans aligned to student needs.</p> <p>Student mastery of priority TEKS will increase on campus-based assessments and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ILT, Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus leaders will ensure that all grade-level teams use the district's Data-Driven Instruction protocol (assessment analysis, action planning, and progress monitoring) with consistency and fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthroughs and lesson plan checks will show alignment of instruction and reteach strategies to data-driven action steps.</p> <p>Teachers will demonstrate stronger instructional alignment and precision in addressing student misconceptions.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, ILT</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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




**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Grade 3 Math and Reading teachers will engage in weekly PLC meetings following the district PLC protocol, focusing on lesson internalization, instructional alignment, and priority TEKS. <b>Strategy's Expected Result/Impact:</b> PLC agendas and minutes will reflect consistent use of the district PLC protocol.  Teachers will demonstrate stronger alignment in instructional planning and delivery for Math and Reading priority standards.  Walkthrough data will show improved alignment between planned instruction and classroom delivery. <b>Staff Responsible for Monitoring:</b> Administrators, ILT  <b>ESF Levers:</b> 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
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instructional coaches and administrators will provide targeted feedback and coaching for 3rd grade Math and Reading teachers, ensuring instructional practices address identified gaps. <b>Strategy's Expected Result/Impact:</b> Coaching logs and feedback cycles will reflect ongoing teacher support. Student performance on STAAR will show measurable improvement in priority areas. <b>Staff Responsible for Monitoring:</b> Administrators, ILT  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 1:** Provide a variety of parent engagement opportunities including during and after-school hours at Stults Road Elementary throughout the school year to maximize parent engagement .

**Evaluation Data Sources:** Parent attendance at school and parent events and activities .

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Plan and host two Title I parent engagement opportunities (one per semester) to increase parent involvement and education. <b>Strategy's Expected Result/Impact:</b> Parent attendance at activities and increased parent at home support and reinforcement of student learning . <b>Staff Responsible for Monitoring:</b> Administration, Campus Title I Parent Coordinator  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host multiple family events throughout the school year to engage families and community members. Reading Under the Stars, Fall Y'all Hispanic Heritage Month Family Movie Night <b>Strategy's Expected Result/Impact:</b> Increased community engagement. <b>Staff Responsible for Monitoring:</b> Administration, PTA,  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Host at least two academic focused family nights (one pre semester) to increase family engagement and academic awareness. One of the academic nights will focus on Student Growth Goals. Curriculum Night, MAP Growth Night <b>Strategy's Expected Result/Impact:</b> Student and family attendance at events and increased academic awareness <b>Staff Responsible for Monitoring:</b> Administration, ILT, Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	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 2:** Strengthen campus-home and community partnerships by implementing intentional communication strategies that tell the campus story, increase engagement, and foster trust with parents and the broader school community. Communication will include the use of district-supported tools such as Finals site messages, campus website updates (in collaboration with the RISD Insider), weekly Smore newsletters, Talking Points, campus social media platforms, school marquees, and outreach through neighborhood associations, volunteers, and business partners.

**Evaluation Data Sources:** Parent survey's



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize Talking Points, and Smore newsletters to ensure timely, clear, and consistent communication with families in multiple languages. <b>Strategy's Expected Result/Impact:</b> Families will report increased satisfaction with campus communication through surveys and feedback. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Collaborate with the RISD Insider to ensure the campus website is current, accessible, and reflective of student learning and campus events. <b>Strategy's Expected Result/Impact:</b> Website analytics will show increased traffic and longer engagement times.  Families will rely on the website as a trusted source for campus information. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			






Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Leverage campus social media platforms and school marquees to highlight student achievements, upcoming events, and key announcements. <b>Strategy's Expected Result/Impact:</b> Social media engagement (likes, shares, comments) will increase over the school year.  Families will demonstrate greater awareness of campus events and initiatives. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Strengthen relationships with neighborhood homeowner associations, volunteers, and business partners to support campus initiatives and share the campus story within the broader community. <b>Strategy's Expected Result/Impact:</b> increased participation of community partners in campus events and volunteer activities.  Business and community organizations will provide greater support and resources to the campus. <b>Staff Responsible for Monitoring:</b> Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	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 3:** Strengthen internal communication and campus branding by implementing communication strategies that increase engagement with campus staff and leverage the RISD Insider to connect central office messaging with the broader RISD community.







**Evaluation Data Sources:** Parent surveys  
Teacher surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop consistent internal communication systems (weekly staff newsletters, regular updates via Talking Points or email, and staff meetings) to ensure staff are informed and engaged with campus priorities and initiatives. <b>Strategy's Expected Result/Impact:</b> Staff surveys will reflect increased satisfaction with the clarity and timeliness of communication.  Staff participation in campus events and initiatives will increase. <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Work with the RISD Insider to highlight campus successes, events, and initiatives, ensuring alignment with central office messaging and contributing to district-wide communication efforts. <b>Strategy's Expected Result/Impact:</b> More campus highlights will be featured in RISD publications and district channels.  Staff will recognize their work and students being celebrated beyond the campus, increasing morale and pride. <b>Staff Responsible for Monitoring:</b> Administrators, RISD Insider  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use communication tools (campus website, Finals site messages, Smore, social media, and marquees) to promote a cohesive campus brand identity, aligned with RISD's mission and Graduate Profile.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will report stronger alignment between campus messaging and district goals.</p> <p>Increased visibility of the campus brand within RISD and the greater community.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop process for staff to report maintenance issues to the front office in order to submit work orders in a timely manner. <b>Staff Responsible for Monitoring:</b> All staff	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Promote energy-saving practices among staff and students (e.g., turning off lights, powering down devices, efficient HVAC use) through reminders, signage, and campus-wide campaigns. <b>Strategy's Expected Result/Impact:</b> Staff and students will demonstrate greater ownership of sustainability practices.  Surveys and walkthroughs will show increased compliance with conservation expectations. <b>Staff Responsible for Monitoring:</b> All staff	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				