

Richardson Independent School District



Aikin Elementary

Accountability Rating: D

2026-2027 Campus Improvement Plan

Mission Statement

At Aikin Elementary, we are committed to closing opportunity gaps and empowering every student through high-quality, equitable instruction rooted in the AVID framework. We celebrate our diverse community and foster a culture of safety, respect, and responsibility. Guided by our SOARING values and aligned with Richardson ISD's vision, we invest in both student success and teacher excellence—**every student, every day.**

Vision

Every student, teacher, and leader will meet or exceed their academic growth goals.

Value Statement

RISD will build upon students' individual strengths so that all will grow and graduate empowered with knowledge, life-ready skills, and a vision for how to thrive.

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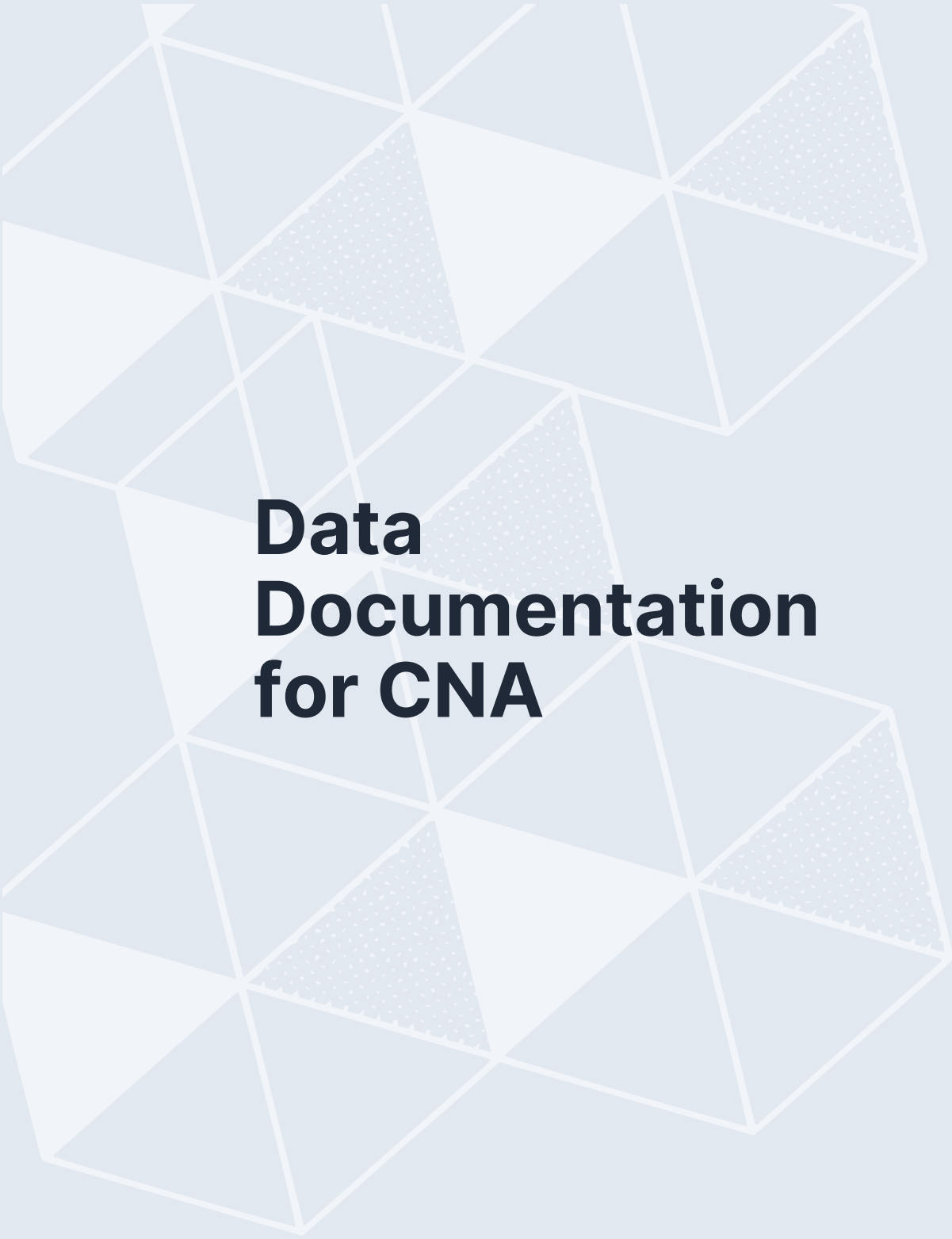
Comprehensive Needs Assessment

Demographics

Summary

Aikin Elementary is a richly diverse school community with Asian, Black/African American, and Hispanic subpopulations making up a majority 450 PK 3-5th Grade students. Aikin has a high proportion of economically disadvantaged students, significantly above the district average. The percentage of English learners / limited English proficiency is also notably high relative to many other campuses in RISD. Our student groups comprise of Economically Disadvantaged (92.12% of total students), Emergent Bilinguals (59.7% of total students) and At Risk (81.3% of total students.)

Aikin Elementary continues to focus on serving our special populations, specifically our Emergent Bilinguals and our students served through special education by building capacity in our instructional staff to provide differentiated instruction to meet the needs of our students. Aikin Elementary values these diverse student groups and the community population which provides us with a richly diverse learning environment.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject

- ☒ 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-PSS 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
- ☒ Capacity and resources 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

100% of students will meet North Star Goal expectations

Evaluation Data Source: Schoology
Seesaw
EOY Data

Strategy 1

All students will identify a student achievement growth goal (data) and a graduate profile goal (life ready) and submit quarterly evidence of progress towards that goal

Strategy's Expected Result/Impact: Increased student ownership of learning and consistent quarterly documentation of academic growth and Graduate Profile competencies across all grade levels.

Staff Responsible for Monitoring: Teachers
Administration

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Administer MAP growth diagnostics to 95% of all eligible students in Reading and Math at BOY, MOY, and EOY

Strategy's Expected Result/Impact: Timely collection of reliable Reading and Math MAP diagnostic data to establish baselines, track progress, and guide targeted instructional decisions throughout the school year.

Staff Responsible for Monitoring: Teachers
Instructional Leadership Team
Administration

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 3

Utilize Schoology for students to set and track goals. Four artifacts added to the Schoology portfolio- one per quarter.

Strategy's Expected Result/Impact: Consistent progress monitoring with fidelity, documented through four quarterly Schoology portfolio artifacts reflecting student goal tracking and academic development.

Staff Responsible for Monitoring: Instructional Leadership Team
Administration
iTeam Specialist

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 2

100% of staff will meet North Star Goal expectations

Evaluation Data Source: Schoology portfolio
Strive Goal Setting
EOY Data

Strategy 1

All staff will set personal growth goals using district identified priority TTESS dimensions and submit evidence at middle and end of year conference with supervisor

Strategy's Expected Result/Impact: Continuous alignment of staff practice with district priority T-TESS dimensions, evidenced through regular artifact collection and reflective discussions that support targeted professional development and instructional effectiveness.

Staff Responsible for Monitoring: Staff members
Administration

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Utilize Schoology for teachers to set and track goals. Four artifacts added to the Schoology portfolio - one per quarter

Strategy's Expected Result/Impact: Progress monitoring system for all goals through collection of aligned evidence

Staff Responsible for Monitoring: All staff
Administration

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 3

Provide designated collaborative time during team meetings and campus professional development days every 9 weeks for staff to update their professional portfolios and analyze peer goal-attainment evidence in Schoology

Strategy's Expected Result/Impact: Structured quarterly professional reflection and peer feedback, driving consistent portfolio updates and continuous staff growth in Schoology.

Staff Responsible for Monitoring: All staff
Administration

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 3

Implement Multi-Tiered Systems of Support (MTSS) to identify and support behavioral needs of students

Strategy 1

Implement a clear and consistent Tier 1 campus behavior expectations and discipline management plan

Strategy's Expected Result/Impact: Consistent campus-wide Tier 1 discipline practices that maximize instructional time, foster a positive school climate, and reduce office discipline referrals.

Staff Responsible for Monitoring: Administration
CORE Committee
Culture Coach
Student Support Team

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Continue work of Emergent Tree: Tier 1 campus behavior expectations and core values implementation (Initial implementation in 24-25, Completion of T2 Pilot Program 25-26, Selected for T3 Pilot Program for 26-27)

Strategy's Expected Result/Impact: Campus-wide implementation of Emergent Tree core values and multi-tiered support systems that foster character development, strengthen positive behavior intervention, and promote holistic student growth.

Staff Responsible for Monitoring: Administration
CORE Committee
Culture Coach
Student Support Team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 3

Aikin Culture Coach will lead CORE committee of staff members to oversee the execution of Tier 1 behavior expectations and strong campus culture. They will meet monthly to review data and plan for continuous improvement

Strategy's Expected Result/Impact: Systematic monthly review of behavioral data and culture initiatives by the CORE committee, ensuring consistent Tier 1 implementation and a continuously strengthened school climate.

Staff Responsible for Monitoring: CORE Committee
Culture Coach
Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

Administration develops and trains staff members on the Aikin Discipline matrix in alignment with the RISD discipline management plan

Strategy's Expected Result/Impact: Consistent campus-wide alignment with the RISD discipline management plan, leading to equitable discipline practices and strengthened classroom management.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 5

Utilize MTSS-B (Student Support Team) to regularly review Tier 2 students and implement research based Tier 2 interventions aligned to the district Behavior framework. Aikin SST will meet weekly to discuss students, assign case managers, and develop targeted plans of support. Caseloads will be reviewed regularly for progress monitoring.

Strategy's Expected Result/Impact: Data-driven Tier 2 behavioral interventions and weekly SST progress monitoring that ensure timely support, targeted case management, and positive student behavioral growth.

Staff Responsible for Monitoring: Student Support Team
Administration
RISD Behavioral Support Specialist

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 6

Implement a comprehensive refresh of the Code of Civility through consistent visual messaging and campus-wide communication

Strategy's Expected Result/Impact: Campus-wide awareness and implementation of the Code of Civility, resulting in increased respectful interactions, enhanced community partnership, and a positive school climate reflected in climate survey results.

Staff Responsible for Monitoring: Administration
All staff

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 7

Develop Reset room in which students have opportunity to Reflect-Reset-Release with the goal of reducing exclusionary consequences

Strategy's Expected Result/Impact: Clear and consistent discipline management system
Proactive approach to behavior
Reduce exclusionary consequences for students

Staff Responsible for Monitoring: Culture Coach
Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 8

Implement positive behavioral incentive system to support schoolwide discipline management system: Positive office referrals, House point competition, feedback boards, SOAR store

Strategy's Expected Result/Impact: Improve student culture of high levels of learning, safety, respect, and responsibility

Staff Responsible for Monitoring: Culture Coach
Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 4

Implement Multi-Tiered Systems of Support (MTSS) to identify and support academic needs of students

Strategy 1 Targeted Support Strategy

Implement improved tiered systems of support for students identified At Risk (economically disadvantaged, failed STAAR, McKinney Vento, emergent bilingual, special education)

Strategy's Expected Result/Impact: Systematic, data-driven tiered support that accelerates academic progress and reduces achievement gaps for all identified at-risk student populations.

Staff Responsible for Monitoring: Administration
Student Support Team
SPED/Counseling Department

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 **Targeted Support Strategy**

Identify students in need of accelerated learning and intensive instruction, utilize High Quality Instructional Materials. and monitor progress in Branching Minds for each student

Strategy's Expected Result/Impact: Systematic identification, HQIM delivery, and Branching Minds progress monitoring to ensure targeted accelerated instruction and improved student learning outcomes.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 **Targeted Support Strategy**

Identify and progress monitor students in need of support using defined parameters for attendance, behavior, reading and math gaps, and course failures using Branching Minds

Strategy's Expected Result/Impact: Systematic early identification and continuous Branching Minds progress monitoring across attendance, behavior, and academic indicators to drive timely multi-tiered interventions.

Staff Responsible for Monitoring: Administration
Student Support Team
MTSS Committee

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Address Title 1 (10) components based on needs assessment: personnel for targeted tutoring, subs for extended planning time for teachers, and professional development for staff aligned to campus and district goals

Strategy's Expected Result/Impact: Improved student outcomes

Staff Responsible for Monitoring: Principal
Title 1 PFE Liaison

Funding Sources: Professional Development for Teachers (AVID Summer Institute) 211 - Title I, Part A, , Substitutes for Extended Planning days for teachers 211 - Title I, Part A, , Personnel for Targeted Tutoring 211 - Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 5

Strengthen the comprehensive school counseling, trauma informed care, and character education programming to support the North Star goal

Strategy 1

Ensure campus counselors implement direct student services as mandated by Texas Education Code

Strategy's Expected Result/Impact: Full alignment with Texas Education Code mandates for counselor time allocation, ensuring robust, direct counseling services that support the social-emotional and academic growth of all students.

Staff Responsible for Monitoring: Administration
Counseling Team

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Implement Project Wisdom (character education programming) through Social Studies and required observance

Strategy's Expected Result/Impact: Increased student engagement in character building and reductions in campus behavioral discipline referrals.

Staff Responsible for Monitoring: Administration
Counseling Department

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 3

Deliver Safer Minds, Safer Schools training to all campus staff in order to support comprehensive student wellness

Strategy's Expected Result/Impact: Increased staff confidence and skill in using proactive de-escalation strategies
Improved safety and support for students and staff

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Performance Objective 6

Ensure student health and wellness so students are equipped to meet their North Star Goal.

Strategy 1

Implement the evidence-based Too Good for Drugs curriculum to equip 4th and 5th graders with essential goal-setting, decision-making, and peer refusal skills.

Strategy's Expected Result/Impact: Equipping 4th and 5th-grade students with core goal-setting and peer refusal skills, fostering emotional intelligence, student agency, and positive decision-making.

Staff Responsible for Monitoring: Counselors
Administrators

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Campus Emergency Response Team (ERT) will conduct a round table drill in the fall and an all-campus AED drill in February to coincide with heart month.

Strategy's Expected Result/Impact: Increase preparedness in emergency response

Staff Responsible for Monitoring: Administration
Nurse

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 3

Form a Campus Threat Assessment Team and complete training as specified in Texas Education Code 37.115.

Strategy's Expected Result/Impact: Full compliance with TEC 37.115 via a trained Campus Threat Assessment Team, strengthening crisis management and proactive campus safety protocols.

Staff Responsible for Monitoring: Administration
Counseling Dept

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 4

Improve student transitions between home campus and Discipline Alternative Education Placement (DAEP) by identifying a transition case manager who will provide targeted wraparound services to students identified at-risk for recidivism

Strategy's Expected Result/Impact: Reduction in DAEP recidivism rates, and sustained academic and behavioral progress upon return to the home campus.

Staff Responsible for Monitoring: Administration
Counseling Dept

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Goal 2

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

Performance Objective 1

Provide aligned professional learning opportunities to support teachers' action steps, driving progress toward their growth goals and district priorities

Strategy 1 Targeted Support Strategy

Campus leaders will provide ongoing job-embedded professional learning aligned to district priorities and use teacher feedback, coaching cycles, and learning walks to monitor implementation and evaluate the impact on instructional practices and student growth

Strategy's Expected Result/Impact: Improve teacher effectiveness

Staff Responsible for Monitoring: Administration
Instructional Leadership Team
Region 10 LIFT Coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Utilize campus wide professional development days to support and train teachers on the Learner Growth Experience

Strategy's Expected Result/Impact: Increased teacher effectiveness
Robust learning experiences for all students

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators

Strategy 1

As a Preparing and Retaining Educators through Partnerships (PREP) state grant campus, we will continue our partnership with Dallas College to support 4 Teacher Residents in 26-27 and focus on developing lifelong educators

Strategy's Expected Result/Impact: Improve recruitment and retainment of high quality educators

Staff Responsible for Monitoring: Mentor teachers
Administration

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 2

Invest in Teacher Incentive Allotment programming to recruit, retain, and reward high performing classroom teachers

Strategy's Expected Result/Impact: Improve campus culture
Recruit and retain high quality teachers

Staff Responsible for Monitoring: Administration
TIA

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 3

Invest in teachers to build teacher leaders: Team Leads, Mentor Program, Extended Instructional Leadership Team

Strategy's Expected Result/Impact: Building capacity of teacher leaders

Staff Responsible for Monitoring: Administration

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Strategy 4

Conduct campus-level exit surveys and stay interviews to address site-specific turnover, using staff feedback to refine our school culture, daily workload, and instructional support

Strategy's Expected Result/Impact: Build a healthy staff culture
Recruit and retain high quality staff

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 5

Address low-scoring areas in climate survey by creating a campus team (Site Based Decision-making Committee) to develop an action plan to improve scores on survey and boost teacher retention

Strategy's Expected Result/Impact: Retain high quality staff

Staff Responsible for Monitoring: Administration
SBDM Committee

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 6

Implement a continuous performance coaching cycle that includes regular observations, timely feedback, goal setting, and individualized support to strengthen employee effectiveness and improve student outcomes

Strategy's Expected Result/Impact: Retain high quality staff

Staff Responsible for Monitoring: Administration
ILT

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Performance Objective 3

Develop and implement a performance management system on campus

Strategy 1

Conduct TTESS calibrations to increase rater reliability among evaluators on campus

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Goal 3

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

Performance Objective 1

Ensure high-quality Tier 1 instruction in Early Childhood classrooms (PK 3-2nd Grade)

Strategy 1

Implement consistent, high-quality teacher led small group instruction in Pre-K classrooms

Strategy's Expected Result/Impact: High-quality, teacher-led small group instruction in Pre-K classrooms that delivers targeted differentiation and strengthens early foundational reading and math skills.

Staff Responsible for Monitoring: Administration
Pre-K coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Campus will provide Pre-K teachers with targeted feedback, coaching, and instructional support to strengthen Tier 1 instruction and deliver data-driven lessons, resulting in a 4% annual increase in end-of-year CLI engage letter recognition and numeracy scores

Strategy's Expected Result/Impact: Increase letter recognition and numeracy scores for Pre-K students

Staff Responsible for Monitoring: Administration
Pre-K coach

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Ensure high-quality phonics instruction is occurring in all early childhood (PK-2nd) classrooms using HQIM

Strategy's Expected Result/Impact: Improve foundational skills for early literacy

Staff Responsible for Monitoring: Administration
ILT

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Ensure all students develop a conceptual understanding of place value and develop automaticity of number identification, addition, and subtraction

Strategy's Expected Result/Impact: Mastery of foundational place value and core math fact automaticity, ensuring strong early numeracy development and readiness for grade-level math concepts.

Staff Responsible for Monitoring: Administration
ILT

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

Strategy 1

Implement ESL content-based model in K-5 grades. Utilize Linguistic Acquisition Teachers to support ELlevation strategies and ensure all content teachers progress, monitor, and adjust to meet needs of students (and actively utilize intervention resources to address student needs)

Strategy's Expected Result/Impact: Improved teacher capacity to support all students
This will support our EB student growth goal on the TELPAS assessment from 31% to 40%

Staff Responsible for Monitoring: Administration
ILT
LAT
RISD MET Team

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Campus administrators will monitor special education teachers' consistent use of the Data Dashboard to document lesson planning, service logs, and student progress. Data will be reviewed quarterly to identify needs and inform targeted instructional support, training, and coaching.

Strategy's Expected Result/Impact: Streamlined progress monitoring and data-driven instruction that ensure full compliance, targeted coaching, and improved academic growth for special education students.

Staff Responsible for Monitoring: Administration
Instructional Support Specialist

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Ensure differentiated strategies and curriculum are used to meet the needs of gifted and talented students

Strategy's Expected Result/Impact: Targeted differentiation and enriched curriculum that promote higher-order thinking, elevate student growth, and increase Masters Grade Level performance on STAAR assessments.

Staff Responsible for Monitoring: Administration
Advanced Learning Teacher

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 Targeted Support Strategy

Train teachers and utilize key components of HMH and Math Catalyst to support and provide access to high quality curriculum for SPED students

Strategy's Expected Result/Impact: Enhanced SPED teacher instructional capacity in high-quality curricula (HMH and Math Catalyst), driving improved curriculum access and academic growth for special education students.

Staff Responsible for Monitoring: Administration
SPED Team

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

Continue to refine and enhance Tier 1 instruction in support of the learning framework and the RISD instructional priorities

Strategy 1 Targeted Support Strategy

The percent of all students who score at the meets level in 3rd grade Math will grow from 13% to 23% by June 2027 in support of the RISD Board Goal of 55%

We will also address Aikin Elementary's historically low-performing subgroups in Math: Hispanic subgroup will grow from 16% to 35% and Asian subgroup will grow from 28% to 57% for academic achievement in Math.

Strategy's Expected Result/Impact: Measurable growth in Domain 1 (Student Achievement) and Domain 3 (Closing the Gaps), evidenced by an overall increase in 3rd-grade STAAR Math Meets performance and accelerated progress for Hispanic and Asian subgroups to support exit from TSI status.

Staff Responsible for Monitoring: Administration
ILT

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy

The percent of students in 3rd grade who score at the meets level or above on STAAR Reading will increase from 17% to 27% by June 2027 in support of the RISD Board Goal

We will also address Aikin Elementary's historically low-performing subgroups in Reading: Hispanic subgroup will grow from 21% to 35% and Asian subgroup will grow from 18% to 48% in academic achievement in Reading.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Administration
ILT

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 Targeted Support Strategy

Strengthen and monitor weekly PLCs and lesson internalization to ensure teachers deeply plan, unpack standards, and align high-quality instructional materials (HQIM) prior to instruction using district protocols and resources

Strategy's Expected Result/Impact: High-fidelity implementation of HQIM and deepened standard alignment through structured PLCs, driving stronger Tier 1 classroom instruction and measurable student achievement gains.

Staff Responsible for Monitoring: Administration
ILT

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Implement high quality instructional materials (HQIM) in K-5 (HMH for RLA and Bluebonnet for Math) supported by continuous, differentiated training for all campus staff aligned to the Learner Framework. Teachers will be provided extended planning time each module to ensure planning and lesson design matches rigor of state assessment and meaningful differentiation for targeted subgroups: Hispanic and Asian

Strategy's Expected Result/Impact: High-fidelity implementation of HQIM (HMH and Bluebonnet Math) with STAAR-aligned lesson design, resulting in improved Tier 1 instruction, accelerated academic growth, and increased Meets/Masters performance for targeted Hispanic and Asian student subgroups to exit TSI status.

Staff Responsible for Monitoring: Administration
ILT

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5 Targeted Support Strategy

Implement with fidelity the Data Driven Instruction (DDI) protocol and weekly data meetings, specifically as it relates to priority areas: 3rd Grade Math and Reading as well as historically low-

performing subgroups (Hispanic and Asian)

Strategy's Expected Result/Impact: Ensure classroom instruction is data driven and adjusted as needed

Staff Responsible for Monitoring: Administration
ILT

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6 Targeted Support Strategy

Participate in the LIFT grant program to provide targeted leadership coaching and training for Principals, building their capacity to meet specific campus needs

Strategy's Expected Result/Impact: Strengthened principal instructional leadership through targeted LIFT grant coaching, driving improved campus systems and student academic outcomes.

Staff Responsible for Monitoring: Administration
Region 10 LIFT coach

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Strategy 7 Targeted Support Strategy

Participate in the Accountability Data Leadership series to deepen capacity for tracking student growth and addressing state accountability standards

Strategy's Expected Result/Impact: Increase Principal capacity to deeply internalize campus data and target historically low performing student groups with action plan

Staff Responsible for Monitoring: Administration
ILT

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Performance Objective 4

Implement aligned PK-12 student learning experiences to support RISD being "The One"

Strategy 1

Monitor and support the implementation of I-Team professional learning to ensure technology is purposefully integrated into instruction, with a focus on productive screen time and student learning

Strategy's Expected Result/Impact: Decrease in passive screen time

Staff Responsible for Monitoring: Administration
I-Team member

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Implement, enhance, and expand the RISD Learning Framework by designing meaningful learning experiences that provide all students opportunities to develop and demonstrate competencies aligned with the RISD Graduate Profile

Strategy's Expected Result/Impact: Learning experiences will become more robust and develop the whole child

Staff Responsible for Monitoring: Administration
ILT
AVID Site Team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Maintain a visible showcase of specialized academic programming during campus events, parent nights, and neighborhood tours to spotlight student outcome artifacts and support the district's "The ONE" initiative (Aikin Academy, AVID Showcase, Growth Goal Camp)

Strategy's Expected Result/Impact: Continue to be the premier choice for our neighborhood families

Staff Responsible for Monitoring: Administration

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 5

Ensure all students graduate college and career ready as measured by the CCMR indicators including attendance, graduation rate, and advanced academic measures

Strategy 1

Expand student access to career inspiration, exploration, and discovery through meaningful real-world learning experiences and exposure to a variety of career pathways

Strategy's Expected Result/Impact: Career exploration through Biztown for 100% of 5th graders

Staff Responsible for Monitoring: Administration
5th Grade Team

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Increase 26-27 Attendance rates to 95.55% through: Attendance conferences, Attendance Awareness Month, Student celebration

Strategy's Expected Result/Impact: Increase attendance rates

Staff Responsible for Monitoring: Administration

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 6

Prioritize support and resources for TEA identified "school improvement" campuses. Aikin identified "TSI" for the 26-27 school year.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

As a school improvement and Title 1 campus, Aikin will engage in targeted instructional and student culture coaching, using feedback and campus data to implement and monitor action steps aligned to the District Instructional Priorities

Strategy's Expected Result/Impact: Increased capacity of the Instructional Leadership Team (ILT) to deliver actionable feedback, resulting in stronger Tier 1 instructional alignment, improved campus culture, and accelerated progress toward exiting TSI status.

Staff Responsible for Monitoring: Administration
ILT

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Campus administrators and instructional teams will leverage LIFT Grant and Region 10 coaching support to implement, monitor, and strengthen District Instructional Priorities based on campus and student needs

Strategy's Expected Result/Impact: Enhanced capacity of the Instructional Leadership Team (ILT) through LIFT Grant and Region 10 coaching, resulting in increased teacher development, high-fidelity implementation of District Instructional Priorities, and accelerated student growth across key academic indicators.

Staff Responsible for Monitoring: Administration
ILT
Region 10 LIFT coach

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 Targeted Support Strategy

Additional opportunities for intervention and enrichment will be provided throughout the year to close the gaps for our students through Targeted Tutoring (After school) and Saturday School

Strategy's Expected Result/Impact: Improved student outcomes

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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

Performance Objective 1

Increase business and industry partnerships by 25% to support the district's North Star Goal and provide additional opportunities and experiences for students and staff

Strategy 1

Participate in "Principal for a Day" to increase business and community partners and build meaningful connections that support the North Star Goal

Strategy's Expected Result/Impact: Increased business and community engagement

Staff Responsible for Monitoring: Administration
RISD Strategy and Engagement Team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 2

Implement ParentSquare as district's new mass communications tool and increase contactability from 96% to 100%

Strategy 1

Utilize ParentSquare to publish and distribute a campus newsletter to all families every week throughout the school year, ensuring consistent and timely communication through a district-approved channel, with the Principal or designee monitoring ParentSquare delivery reports weekly to confirm all families are receiving the newsletter

Strategy's Expected Result/Impact: Increased family engagement and contactability through weekly ParentSquare newsletters, resulting in 100% distribution reach, improved home-school communication, and higher parental awareness of campus updates and student progress.

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Increase engagement with parents and the community through the use of available district tools- ParentSquare, campus website, campus newsletter, social media, school marquees- and leverage relationships with neighborhood homeowner associations, volunteers, and business partners

Strategy's Expected Result/Impact: Increased community engagement

Staff Responsible for Monitoring: Administration

RISD Insider

RISD Strategy and Engagement Team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Performance Objective 3

Ensure 100% of parents know their student's individual growth goal and are equipped to support growth at home

Strategy 1

Share student individual growth targets and progress updates during fall parent-teacher conferences and distribute home-support strategy guides through weekly ParentSquare newsletter

Strategy's Expected Result/Impact: 100% of parents know their student's individual growth goals

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Goal 5

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

Performance Objective 1

Ensure operations are conducted in a financially efficient and effective manner

Strategy 1

Provide training and resources to staff in August and January on proper money collecting and handling procedures and ordering/receiving goods procedures

Strategy's Expected Result/Impact: Increase financial effectiveness

Staff Responsible for Monitoring: Administration
Executive Asst

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Collaborate with Facility services and the Energy and Sustainability department to optimize building energy

Strategy's Expected Result/Impact: Increased financial and energy efficiency

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 2

Strategy 1

CORE committee and student leaders meet to focus on safe, comfortable, and well-maintained environment

Strategy's Expected Result/Impact: Improved learning environment

Staff Responsible for Monitoring: Administration
Campus beautification
PBIS team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

RISD will create and implement a walk-through checklist for the learning environments both inside and outside the campus. Examples found on checklist: lights not working, out of date signage, old student work, office is neat and clean work space

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Strategy 3

Conduct Safety Week at the beginning of the year to practice SRP drills- evacuate, hold, lockdown, shelter, and secure

Strategy's Expected Result/Impact: Increase campus emergency preparedness

Staff Responsible for Monitoring: Administration
Rapid Response Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 4

Hold "I Know What to Do Days" in October, December, February, and April

Strategy's Expected Result/Impact: Increased campus emergency preparedness

Staff Responsible for Monitoring: Administration
Rapid Response Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 3

Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations

Strategy 1

Maintain a 1:1 student-to-device tracking log, verify 100% completion of student digital citizenship lessons by the end of the first nine weeks, and streamline campus tech ticket workflows via the campus technology representative

Strategy's Expected Result/Impact: Increase student digital citizenship

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

Strategy 1

Coordinate alongside district operations and facility management to ensure smooth execution of scheduled campus physical upgrades, technology updates, or resource installations associated with Bond 2025 timelines

Strategy's Expected Result/Impact: Implement Bond 2025

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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