

Richardson Independent School District



Apollo Junior High School

2026-2027 Campus Improvement Plan

Mission Statement

To engage all learners in authentic experiences and to prepare them for an ever-changing local and global community through communication, critical thinking, collaboration, and creativity.

Vision

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

Value Statement

Integrity Inspiration Inclusiveness Innovation

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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

By May 2027, 100% of Apollo students will establish an academic-growth goal and a Graduate Profile/life-ready goal, with progress monitored quarterly.

Evaluation Data Source: MAP Growth data, Schoology student portfolios, quarterly goal-progress artifacts, student goal-setting records, PLC/data-review documentation.

Strategy 1 Targeted Support Strategy

Students will establish goals using BOY data; teachers will conduct quarterly goal conferences; students will maintain four quarterly artifacts in Schoology; MAP Reading/Math will be administered BOY, MOY, and EOY to at least 95% of eligible students; PLCs and administrators will review progress quarterly and identify students requiring additional support.

Strategy's Expected Result/Impact: Increased student ownership, measurable academic growth, and earlier identification of students who are not on track.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Instructional Coaches, PLC Leads, and iTeam.

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 Targeted Support Strategy

Administer MAP Growth diagnostics in Reading and Mathematics to at least 95% of eligible Apollo students at BOY, MOY, and EOY to measure individual growth and identify students who need additional academic support.

Strategy's Expected Result/Impact: Reliable growth data will allow PLCs and administrators to identify learning gaps, adjust instruction, and provide targeted interventions

Staff Responsible for Monitoring: Administration, Instructional Coaches, Reading/Math Teachers, PLC Leads

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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Strategy 3 **Targeted Support Strategy**

Use Schoology to help Apollo students set, monitor, and demonstrate progress toward their individual growth goals. Each student will add four artifacts to their Schoology Portfolio--one per quarter.

Strategy's Expected Result/Impact: Students will demonstrate increased ownership of their learning and maintain documented evidence of progress toward academic and life-ready goals.

Staff Responsible for Monitoring: Administration, Teachers, Counselors, ICs

TEA Priorities: 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 4 **Targeted Support Strategy**

Conduct quarterly Closing the Gaps data reviews in PLCs disaggregated by EB, Eco Dis, and SPED, with named-student math intervention rosters generated after each MAP administration and progress monitored in Branching Minds.

Strategy's Expected Result/Impact: Math projected growth rises from 53% toward 60%+, with EB, Eco Dis, and SPED growth gaps narrowing against Domain 3 targets.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, teachers

TEA Priorities: Improve low-performing schools

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

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Performance Objective 2

100% of Apollo staff will meet North Star Goal expectations.

Evaluation Data Source: Staff Schoology portfolios, four quarterly professional growth artifacts, individual North Star Goal documentation, T-TESS observation and walkthrough records, midyear and end-of-year conference documentation, and quarterly collaborative reflection records.

These data sources will measure staff progress toward individual North Star Goals, professional growth, and implementation of district instructional priorities.

Strategy 1 Targeted Support Strategy

All staff will set personal professional-growth goals using district-identified priority T-TESS dimensions and submit evidence of progress at midyear and end-of-year conferences.

Strategy's Expected Result/Impact: Increased teacher ownership and measurable professional growth aligned with improved instructional practices.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

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 Targeted Support Strategy

Campus administrators will conduct regular walkthroughs and provide timely, actionable feedback aligned to district-identified T-TESS priority dimensions. Walkthrough data will be reviewed quarterly to identify instructional trends and determine coaching and professional-learning needs.

Strategy's Expected Result/Impact: Improved instructional practices through consistent, actionable feedback, resulting in stronger implementation of district T-TESS priority dimensions and increased student academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

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

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Strategy 3

All Apollo staff will maintain a Schoology portfolio documenting progress toward their individual North Star Goals. Staff will receive iTeam training and designated collaborative time during vertical team meetings and campus professional development days every nine weeks to upload four quarterly artifacts, review peer goal-attainment evidence, and reflect on professional growth.

Strategy's Expected Result/Impact: Increased staff ownership, documented professional growth, and improved instructional practices.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Coaches.

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

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Performance Objective 3

By May 2027, Apollo Junior High will implement a consistent Multi-Tiered System of Supports (MTSS) to identify and address student behavioral needs, reduce disciplinary incidents, and improve student behavior through Tier 1 expectations and targeted Tier 2 interventions.

Evaluation Data Source: Campus discipline referral data, ISS/OSS records, Branching Minds behavioral intervention documentation, MTSS Behavior Team meeting minutes, student behavior progress-monitoring reports, and campus climate survey results.

These data sources will measure reductions in disciplinary incidents, effectiveness of Tier 2 interventions, and improvements in student behavior and campus culture.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Apollo will implement consistent campus-wide behavior expectations through explicit instruction, classroom procedures, positive behavior reinforcement, and consistent application of the district discipline management plan. Administrators will monitor implementation through classroom walkthroughs, discipline data reviews, and staff feedback.

Strategy's Expected Result/Impact: Reduced disciplinary incidents and improved student behavior.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers.

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

The MTSS Behavior Team will review student behavior data every three weeks, identify students requiring additional support, implement research-based interventions, and monitor student progress through Branching Minds.

Strategy's Expected Result/Impact: Reduced repeat disciplinary referrals and improved student behavior.

Staff Responsible for Monitoring: Assistant Principals, Counselors, MTSS Behavior Team.

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

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Implement a campus-wide Code of Civility refresh through visual messaging, student assemblies, classroom discussions, and consistent communication of behavioral expectations.

Strategy's Expected Result/Impact: Improved school culture, student accountability, and respectful interactions.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers.

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

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Performance Objective 4

By May 2027, Apollo Junior High will implement a comprehensive Multi-Tiered System of Supports (MTSS) to identify students with academic needs, provide targeted interventions, and monitor individual student growth.

Evaluation Data Source: STAAR Reading and Mathematics results, MAP Growth BOY/MOY/EOY assessment data, Branching Minds intervention and progress-monitoring records, common formative assessments, student attendance and discipline records, course grades and failure reports, PLC data-review documentation, and Title I intervention records.

These sources will measure student academic growth, intervention effectiveness, and progress toward closing achievement gaps.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Identify students requiring additional academic support, including economically disadvantaged, emergent bilingual, special education, and students who did not meet STAAR expectations. Provide differentiated instruction and targeted interventions.

Strategy's Expected Result/Impact: Increased academic achievement and reduced learning gaps.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers.

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Implement targeted reading and mathematics interventions using district-approved High-Quality Instructional Materials (HQIM). Monitor student progress and adjust instruction based on assessment results.

Strategy's Expected Result/Impact: Increased student growth and improved STAAR performance.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Reading and Mathematics Teachers.

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

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Use Branching Minds to identify and monitor students requiring academic interventions based on attendance, behavior, reading and mathematics performance, and course failures.

Strategy's Expected Result/Impact: Earlier identification of academic needs and improved intervention effectiveness.

Staff Responsible for Monitoring: Administrators, Counselors, MTSS Team, Teachers.

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

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Implement targeted academic interventions and family engagement activities aligned with Apollo's comprehensive needs assessment and applicable Title I requirements.

Strategy's Expected Result/Impact: Improved academic outcomes for students identified as at-risk.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches.

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

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Performance Objective 5

By May 2027, Apollo Junior High will strengthen its Comprehensive School Counseling Program, trauma-informed care, and character education programming to support student wellness and achievement of individual North Star Goals.

Evaluation Data Source: Counseling service logs, training completion records, Project Wisdom implementation records, student discipline data, and campus climate survey results.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Campus counselors will provide direct student services as mandated by Texas Education Code.

Strategy's Expected Result/Impact: Improved student wellness, positive school culture, and student readiness for learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Social Studies Teachers.

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Implement Project Wisdom character education programming through Social Studies and required observances.

Strategy's Expected Result/Impact: Improved student wellness, positive school culture, and student readiness for learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Social Studies Teachers.

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Strategy 3 Targeted Support Strategy

Provide Safer Minds, Safer Schools training to all campus staff.

Strategy's Expected Result/Impact: Improved student wellness, positive school culture, and student readiness for learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, and Social Studies Teachers.

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

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Performance Objective 6

By May 2027, Apollo Junior High will strengthen student health, wellness, safety, and prevention programming to support students in achieving their North Star Goals.

Evaluation Data Source: Prevention lesson records, ERT drill documentation, threat assessment training records, counseling records, DAEP transition plans, attendance data, and discipline reports.

Strategy 1

Implement evidence-based substance-use prevention lessons using Catch My Breath and Stanford REACH Lab resources.

Strategy's Expected Result/Impact: Improved student safety, wellness, and readiness for learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, School Nurse, and Campus Threat Assessment Team.

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Strategy 2

Conduct fall Emergency Response Team tabletop drills and a campus-wide AED drill in February.

Strategy's Expected Result/Impact: Improved student safety, wellness, and readiness for learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, School Nurse, and Campus Threat Assessment Team.

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Strategy 3

Establish and train the Campus Threat Assessment Team.

Strategy's Expected Result/Impact: Improved student safety, wellness, and readiness for learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, School Nurse, and Campus Threat Assessment Team.

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Strategy 4

Implement Sandy Hook Promise suicide prevention programming to promote student awareness, recognize warning signs, and strengthen access to appropriate school-based support.

Strategy's Expected Result/Impact: Improved student safety, wellness, and readiness for learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, School Nurse, and Campus Threat Assessment Team.

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Strategy 5

Provide targeted transition support for students returning from DAEP.

Strategy's Expected Result/Impact: Improved student safety, wellness, and readiness for learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, School Nurse, and Campus Threat Assessment Team.

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Goal 2

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

Performance Objective 1 High Priority

By the end of the 2026-2027 school year, Apollo Junior High will strengthen staff retention by providing 100% of teachers with targeted professional learning, coaching, feedback, and growth opportunities aligned to individual professional goals and district instructional priorities.

Evaluation Data Source: Staff professional growth goals, T-TESS walkthrough and observation data, coaching documentation, professional learning participation records, staff climate survey results, and staff retention/turnover data.

Strategy 1 Targeted Support Strategy

Apollo administrators and instructional leaders will provide ongoing job-embedded professional learning, coaching, and timely feedback aligned to district instructional priorities and individual teacher growth goals. Walkthrough data, coaching cycles, and teacher feedback will be reviewed regularly to identify instructional needs, provide targeted support, and monitor the impact on teacher effectiveness and student growth.

Strategy's Expected Result/Impact: Teachers will demonstrate stronger instructional practices and increased effectiveness through targeted professional learning, coaching, and timely feedback. Consistent implementation of district instructional priorities will contribute to measurable student growth while strengthening teacher confidence, professional growth, and retention.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2 Targeted Support Strategy

Apollo will utilize campus professional development days and designated collaborative learning time to provide targeted training aligned to the RISD Learner Growth Experience, district instructional priorities, and identified teacher needs. Teachers will have opportunities to apply new learning, collaborate with peers, and reflect on implementation.

Strategy's Expected Result/Impact: Teachers will increase their knowledge and effective use of district instructional practices, resulting in greater consistency across classrooms, stronger teacher effectiveness, and improved student learning and growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Coaches

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 2 High Priority

By May 2027, Apollo Junior High will reduce voluntary staff turnover by 10% and increase positive staff climate survey results by 5 percentage points compared with 2025-2026 baseline data through targeted actions addressing school culture, workload, recognition, and instructional support.

Evaluation Data Source: 2025-2026 and 2026-2027 staff retention records, voluntary turnover reports, staff climate surveys, stay interviews, exit surveys, and campus improvement action plans.

Strategy 1 Targeted Support Strategy

Apollo administrators will conduct stay interviews and exit surveys to identify factors impacting staff satisfaction and retention. Feedback will be reviewed to identify trends and implement targeted actions addressing school culture, workload, recognition, communication, and instructional support.

Strategy's Expected Result/Impact: Staff feedback will lead to targeted improvements in campus practices, resulting in increased staff satisfaction, a stronger school culture, and improved retention of high-performing educators.

Staff Responsible for Monitoring: Principal, Assistant Principals, and IL Team

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2 Targeted Support Strategy

Apollo will analyze the results of the staff climate survey to identify areas of concern. Based on this analysis, we will develop a campus action plan that includes measurable steps to improve

these areas. Progress will be reviewed throughout the year, and adjustments will be made based on staff feedback and survey data.

Strategy's Expected Result/Impact: Improvement in identified climate survey areas, increased staff engagement and morale, and a reduction in voluntary staff turnover.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus IL Team, and Site-Based Decision-Making Committee.

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

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Performance Objective 3

By May 2027, 100% of Apollo teachers will participate in a continuous performance management cycle that includes observations, timely feedback, professional goal-setting, and individualized coaching.

Evaluation Data Source: T-TESS observations, walkthrough records, coaching documentation, professional growth goals, and student achievement data.

Strategy 1 **Targeted Support Strategy**

Campus administrators will conduct regular instructional walkthroughs, provide actionable feedback, and implement individualized coaching cycles aligned with district instructional priorities.

Strategy's Expected Result/Impact: Improved teacher effectiveness, instructional practices, and student academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches.

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

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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

By the end of the 2026-2027 school year, Apollo will earn 4 of 4 TELPAS component points by increasing English-language proficiency growth, with targeted monitoring of students within 0.25 composite points of advancing to the next proficiency level.

Evaluation Data Source: 2026 and 2027 TELPAS composite scores, individual proficiency-level growth reports, student goal-setting records, quarterly progress-monitoring data, speaking-domain assessments, and PLC data-review documentation.

Campus target: Earn 4 of 4 TELPAS component points by May 2027.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Identify students within 0.25 composite points of advancing to the next TELPAS proficiency level. Establish individualized growth goals and monitor progress through quarterly data reviews.

Strategy's Expected Result/Impact: Increased English-language proficiency growth, supporting Apollo's goal of earning 4 of 4 TELPAS component points.

Staff Responsible for Monitoring: Administration, Teachers, Counselors, ICs, Language Acquisition Teacher

TEA Priorities: 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 Additional Targeted Support Strategy

Implement daily, structured listening, speaking, reading, and writing activities across content areas using released TELPAS items, academic vocabulary, and the SWIRL framework.

Strategy's Expected Result/Impact: Increased English-language proficiency growth, supporting Apollo's goal of earning 4 of 4 TELPAS component points.

Staff Responsible for Monitoring: Administrators, Teachers, Counselors, ICs, Language Acquisition Teacher

TEA Priorities: Improve low-performing schools

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

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Performance Objective 2

By the end of the 2026-2027 school year, Apollo will increase STAAR achievement and academic growth in RLA and Mathematics across identified Domain 3 student groups, with regular progress monitoring to ensure students demonstrate measurable growth from their individual starting points.

Evaluation Data Source: STAAR, TELPAS, MAP Growth BOY/MOY/EOY, SPED Data Dashboard, student progress-monitoring records, and PLC data reviews.

Strategy 1

Implement differentiated instruction and targeted interventions for students receiving special education, multilingual, and gifted and talented services. Monitor student progress through quarterly data reviews and adjust instructional support based on identified needs.

Strategy's Expected Result/Impact: Increased academic achievement and growth for identified student groups.

Staff Responsible for Monitoring: Administrators, Teachers, Counselors, ICs, Language Acquisition Teacher

TEA Priorities: 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 Additional Targeted Support Strategy

Campus administrators will monitor special education teachers' use of the Data Dashboard to document lesson planning, service logs, and student progress. Review data quarterly to provide targeted instructional coaching and support.

Strategy's Expected Result/Impact: Increased academic achievement and growth for identified student groups.

Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education Department Chair, Instructional Coaches, and Language Acquisition Teacher.

TEA Priorities: Improve low-performing schools

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

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Performance Objective 3

By the end of the 2026-2027 school year, Apollo will strengthen Tier 1 instruction through consistent implementation of HQIM, weekly PLC/data-analysis processes, lesson internalization, and district instructional priorities to improve student achievement and growth.

Evaluation Data Source: We will use STAAR results, MAP Growth data, PLC documentation, lesson internalization plans, common assessments, and classroom walkthrough records to monitor instructional effectiveness and student growth.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement structured weekly PLCs to unpack standards, internalize lessons, align High-Quality Instructional Materials (HQIM), and plan rigorous, engaging learning experiences aligned with RISD Instructional Priorities.

Strategy's Expected Result/Impact: Improved instructional quality, student engagement, STAAR achievement, and academic growth.

Staff Responsible for Monitoring: Administrators, Teachers, Counselors, ICs, Language Acquisition Teacher

TEA Priorities: 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 Additional Targeted Support Strategy

Implement weekly data meetings to analyze student performance, identify learning gaps, plan targeted instructional adjustments, and monitor student growth through common assessments and classroom learning walks.

Strategy's Expected Result/Impact: Improved instructional quality, student engagement, STAAR achievement, and academic growth.

Staff Responsible for Monitoring: Administrators, Teachers, Counselors, ICs, Language Acquisition Teacher

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

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Performance Objective 4

By May 2027, 100% of Apollo teachers will implement and document rigorous, student-centered learning experiences aligned with the RISD Learning Framework and Graduate Profile at least once per grading period.

Evaluation Data Source: Classroom learning walk records, lesson plans, student work samples, Schoology portfolios, student engagement surveys, common assessment results, and RISD Graduate Profile competency documentation.

Strategy 1 Targeted Support Strategy

Implement the RISD Learning Framework by designing rigorous, student-centered learning experiences that promote critical thinking, collaboration, problem-solving, and academic discourse aligned with the RISD Graduate Profile.

Strategy's Expected Result/Impact: Increased student engagement, academic achievement, and development of Graduate Profile competencies.

Staff Responsible for Monitoring: Administrators, Teachers, Counselors, ICs, Language Acquisition Teacher

Title I: 2.5.1

TEA Priorities: 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

Integrate technology into daily instruction to enhance student engagement, collaboration, and learning. Campus administrators will monitor implementation through classroom learning walks, student work samples, and teacher feedback.

Strategy's Expected Result/Impact: Increased student engagement, academic achievement, and development of Graduate Profile competencies.

Staff Responsible for Monitoring: Administrators, Teachers, Counselors, ICs, Language Acquisition Teacher

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Performance Objective 5

By May 2027, 100% of seventh-grade students will participate in BizTown career exploration, and 100% of eighth-grade students will complete individualized academic and career planning activities to support successful transitions to high school.

Evaluation Data Source: BizTown participation records, student career exploration activities, individualized academic plans, high school course selection records, advanced academic enrollment data, and student Schoology portfolios.

Strategy 1 Targeted Support Strategy

Provide career exploration opportunities for 100% of seventh-grade students through BizTown, exposing students to career pathways, financial literacy, and real-world learning experiences.

Strategy's Expected Result/Impact: Increased student awareness of career pathways and readiness for high school and future academic opportunities.

Staff Responsible for Monitoring: Administrators, Teachers, Counselors, ICs, Language Acquisition Teacher

TEA Priorities: 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 Additional Targeted Support Strategy

Implement individualized academic planning and career exploration activities to prepare students for high school, advanced academic opportunities, and future career pathways.

Strategy's Expected Result/Impact: Increased student awareness of career pathways and readiness for high school and future academic opportunities.

Staff Responsible for Monitoring: Administrators, Teachers, Counselors, ICs, Language Acquisition Teacher

TEA Priorities: Improve low-performing schools

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Performance Objective 6

By May 2027, 100% of teachers will receive instructional coaching and feedback through weekly campus learning walks. Apollo will demonstrate measurable improvement in student academic growth and a reduction in disciplinary incidents compared with 2025-2026 baseline data.

Evaluation Data Source: T-TESS walkthrough records, instructional coaching logs, PLC data-review documentation, STAAR results, MAP Growth BOY/MOY/EOY data, student discipline reports, and campus improvement monitoring records.

Strategy 1

✓

Targeted Support Strategy

✓

Additional Targeted Support Strategy

Campus administrators will provide targeted instructional coaching and conduct weekly learning walks to strengthen Tier 1 instruction, student engagement, and implementation of RISD Instructional Priorities.

Strategy's Expected Result/Impact: Improved instructional practices, student achievement, and academic growth.

Staff Responsible for Monitoring: Administrators, Teachers, Counselors, ICs, Language Acquisition Teacher

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

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Strategy 2

✓

Targeted Support Strategy

✓

Additional Targeted Support Strategy

Implement targeted student culture coaching and data-driven interventions to address academic and behavioral needs. Monitor student progress through PLC data reviews and adjust support based on identified needs.

Strategy's Expected Result/Impact: Improved instructional practices, student achievement, and academic growth.

Staff Responsible for Monitoring: Administrators, Teachers, Counselors, ICs, Language Acquisition Teacher

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Performance Objective 7 **High Priority**

By May 2027, 80% Asian and Emergent Bilingual (EB) students will demonstrate academic growth on district and state assessments, with targeted support provided to close gaps and retain high-performing students at the Masters Grade Level standard.

Evaluation Data Source: NWEA MAP Growth data (BOY, MOY, EOY), STAAR/EOC performance data, TELPAS progress measures, Common Interim Assessments (CIAs), and Branching Minds intervention tracking.

Strategy 1 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Utilize NWEA MAP diagnostic data, TELPAS progress measures, and Common Interim Assessments (CIAs) to continuously track individual student growth, disaggregated specifically for Asian and Emergent Bilingual (EB) student populations.

Strategy's Expected Result/Impact: Increased visibility into subgroup performance, leading to early identification of learning gaps, accelerated growth on MAP diagnostics, and higher TELPAS progress rates.

Staff Responsible for Monitoring: Administration, LAT Chair and Instructional Coaches

TEA Priorities: Improve low-performing schools

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Strategy 2 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Design and implement targeted, research-based Tier 2 and Tier 3 academic interventions in Branching Minds, leveraging High-Quality Instructional Materials (HQIM) and language acquisition strategies tailored to the specific learning needs of Asian and EB students.

Strategy's Expected Result/Impact: Increases in CIA proficiency growth, STAAR/EOC passing rates, and overall course grades for identified at-risk EB and Asian students.

Staff Responsible for Monitoring: Administration, LAT Chair and Instructional Coaches

TEA Priorities: Improve low-performing schools

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Strategy 3 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

Establish intentional enrichment, acceleration, and progress-monitoring protocols for Asian and EB students performing at the Masters level to ensure they maintain advanced performance standards and do not experience academic regression.

Strategy's Expected Result/Impact: Maintenance or increase in the percentage of Asian and EB students achieving Masters Grade Level on STAAR/EOC and high growth projections on EOY MAP assessments.

Staff Responsible for Monitoring: Administration, LAT Chair and Instructional Coaches

TEA Priorities: Improve low-performing schools

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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: Parent Survey

Staff Responsible for Monitoring: District and administration

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

Implement Parent Square as district's new mass communication 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: Parent Survey

Staff Responsible for Monitoring: Administration

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Strategy 2

Telling your campus story: Increase engagement with parents and the community through the use of available district tools - ParentSquare, Campus Website, Campus Newsletter, Campus Social Media, School Marquees - and leverage relationships with neighborhood homeowner associations, volunteers, and business partners.

Strategy's Expected Result/Impact: Parent Survey

Staff Responsible for Monitoring: Administration and teachers

Formative Reviews

November

January

March

June

Performance Objective 3

Ensure 100% of the parents know their students' 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 newsletters.

Strategy's Expected Result/Impact: Parent Survey

Staff Responsible for Monitoring: Administration

Formative Reviews

November

January

March

June

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 mobey collecting/handling procedures and ordering/receiving good procedures.

Strategy's Expected Result/Impact: Climate Survey

Staff Responsible for Monitoring: Administration

Formative Reviews

November

January

March

June

Strategy 2

Collaborate with Facility Services and the Energy & Sustainability Department to optionimize building energy,

Strategy's Expected Result/Impact: Climate Survey

Staff Responsible for Monitoring: Administration

Formative Reviews

November

January

March

June

Performance Objective 2

Provide a safe, comfortable, and well-maintained environment at all campuses.

Strategy 1

Implement procedures to ensure compliance with texas SB12-required for parental rights.

Strategy's Expected Result/Impact: Parent Survey

Staff Responsible for Monitoring: Administration

Formative Reviews

November

January

March

June

Strategy 2

Conduct Safety Week at the beginni g of the year to practice SRP- evacuate, hold, lockdown, shelter and secure.

Strategy's Expected Result/Impact: Climate Survey and Parent Survey

Staff Responsible for Monitoring: Administration

Formative Reviews

November

January

March

June

Strategy 3

Hold "I Know Whart To Do Days" in October, December, February and April.

Strategy's Expected Result/Impact: Parent Survey and Climate Survey

Staff Responsible for Monitoring: Administration

Formative Reviews

November

January

March

June

Performance Objective 3

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

Strategy 1

Maintain a 1:1 student-to-device tracing 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.

Formative Reviews

June

Performance Objective 4

Implement Bond 2025

Performance Objective 4

Implement Bond 2025

Strategy 1

Coordinate alongside distric operations and facility managment to ensure smmoth exeucution of scheduled campus physical upgrades, technology updates, or resource associated with Bond 2025 timelines.

Strategy's Expected Result/Impact: Climate Survey

Staff Responsible for Monitoring: Administration and District Personnel

Formative Reviews

November	January	March	June
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Strategy 1

Coordinate alongside distric operations and facility managment to ensure smmoth exeucution of scheduled campus physical upgrades, technology updates, or resource associated with Bond 2025 timelines.

Strategy's Expected Result/Impact: Climate Survey

Staff Responsible for Monitoring: Administration and District Personnel

Formative Reviews

November	January	March	June
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Strategy's Expected Result/Impact: Climate Survey

Staff Responsible for Monitoring: Administration and District Personnel

Formative Reviews

November	January	March	June
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Strategy's Expected Result/Impact: Climate Survey

Staff Responsible for Monitoring: Administration and District Personnel

Formative Reviews

November	January	March	June
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Strategy 1

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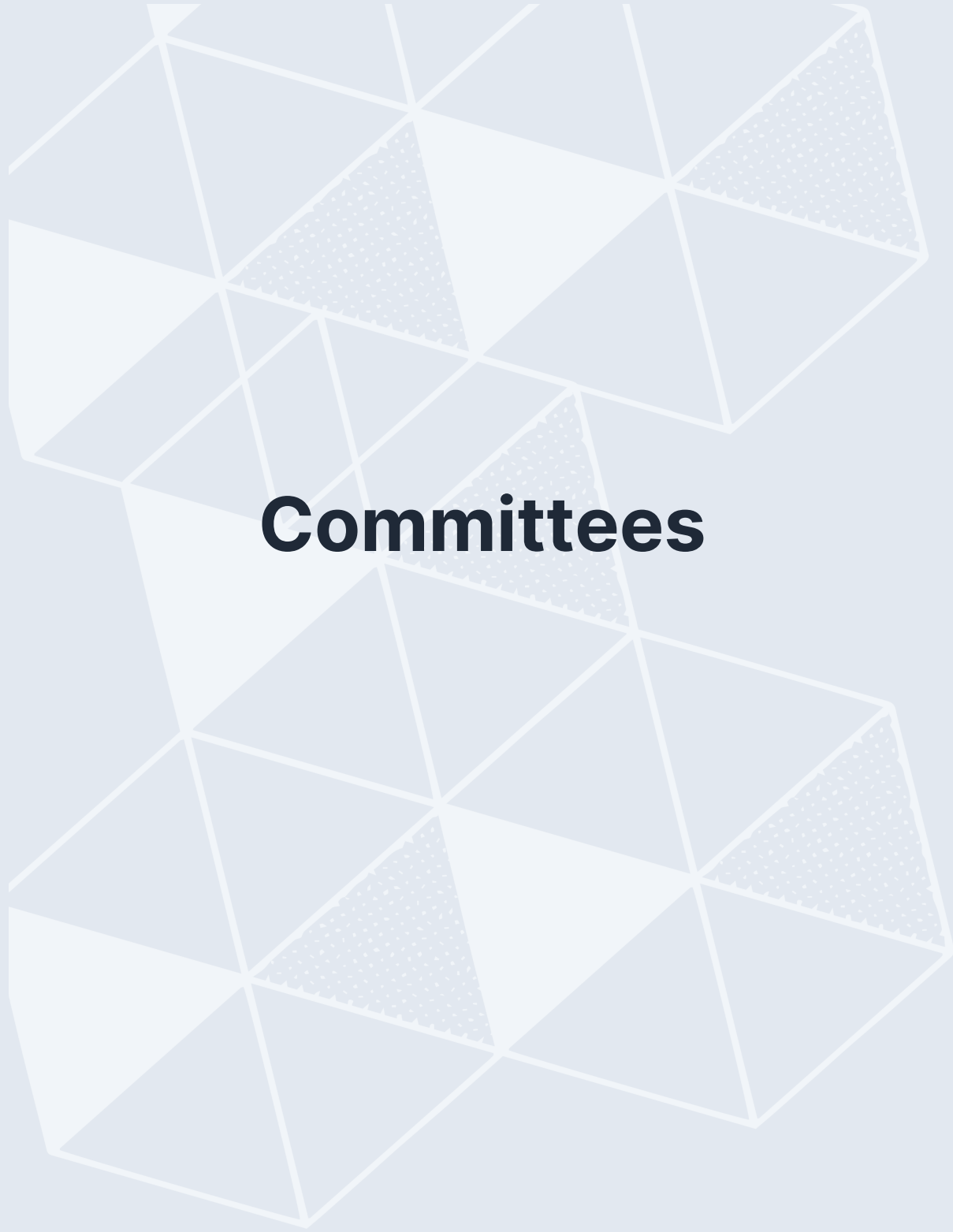
Strategy's Expected Result/Impact: Climate Survey

Staff Responsible for Monitoring: Administration and District Personnel

Formative Reviews

November	January	March	June
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June



Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Jessica	Nickerson	PTA Parent	Parent
Angie	Lee	Exeutive Director of Student Success and Leadershi	District Leadership
Yolanda	Gaither	Principal	Administrator
Roberto	Diaz	Assistant Principal	Administrator
Colin	Lenihan	Social Studies - Teacher	Teacher
Kate	Caravano	Math - Teacher	Teacher
Leigh	Hushfield	Science - Teacher	Teacher
Ashley	Joseph	RLA - Teacher	Teacher
Stephanie	Pratt	Instructional Coach	Teacher
Kimberly	Tucker	Instructional Coach	Teacher
Tiffany	Bunch	Instructional Coach	Teacher