

Richardson Independent School District



Arapaho Classical Magnet

2026-2027 Campus Improvement Plan

Mission Statement

At Arapaho Classical Magnet we cultivate a learning environment that provides essential opportunities to create and grow.

Vision

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

Value Statement

Beliefs:

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

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

That education is an effective tool that can prepare every student in RISD for life after high school, including teaching life skills. Every student in RISD will have the capability and desire to learn and rise to the level of expectations for individual success.

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Comprehensive Needs Assessment

School Processes & Programs

Summary

ACM teachers are highly qualified professionals who are committed to all students connecting, growing, learning and succeeding.

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

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

- Theatre and Media Arts
- Dyslexia Services
- SEL
- Family Engagement and Parent Ed opportunities
- Fine Arts-6th grade
- Gifted and Talented Services
- Response to Intervention (WIN Time)
- Special Education Services

Strengths

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 PLC need to continue to focus on and plan for ways to meet the academic needs so all students can grow and achieve success.	

 = Priority

Perceptions

Summary

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

Strengths

ACM has a strong communication system in place for the campus and within each grade level.



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.

Strategy 1

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

Strategy's Expected Result/Impact: Increased student ownership of learning and self-reflection regarding academic and personal growth.

100% of students actively tracking progress toward their data and graduate profile goals through quarterly goal reviews and evidence submissions in SeeSaw or Schoology.

Staff Responsible for Monitoring: Classroom teachers

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2

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

Strategy's Expected Result/Impact: Reliable, actionable data collected to measure academic growth, identify skill gaps, and inform differentiated instruction across all grade levels.

Increased percentage of students meeting or exceeding projected growth targets from Beginning of Year (BOY) to End of Year (EOY).

Staff Responsible for Monitoring: Classroom teachers, Instructional Coach, Administrators

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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. (All training provided by iTeam.)

Strategy's Expected Result/Impact: Consistent digital documentation of student growth and work samples throughout the academic year.

100% of participating students successfully maintaining an active Schoology Portfolio with four completed artifacts illustrating goal progress.

Staff Responsible for Monitoring: Classroom Teachers, Instructional Technology Specialists (iTeam), and Administrators.

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Performance Objective 2

100% of staff will meet North Star Goal expectations.

Strategy 1

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

Strategy's Expected Result/Impact: 100% of teaching staff aligned with district priorities through targeted T-TESS professional growth goals.

Increased reflective teaching practice and instruction aligned with specific T-TESS rubric dimensions, leading to improved instructional effectiveness by mid-year and end-of-year evaluations.

Staff Responsible for Monitoring: Administrators

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

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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. (All training provided by iTeam.)

Strategy's Expected Result/Impact: Consistent digital tracking and documentation of professional growth and evidence throughout the school year.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Provide designated collaborative time during vertical 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: Fosters a collaborative PLC culture of peer feedback and shared accountability while providing dedicated time to ensure 100% compliance with quarterly portfolio updates within contracted hours.

Staff Responsible for Monitoring: Administrators, all staff

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, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

Implement Multi-Tiered Systems of Support to identify and support behavioral needs of students.

Strategy 1

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

Strategy's Expected Result/Impact: All staff will receive training related to tier 1 classroom management and will use SRR building-wide to reduce behaviors. Decreased Tier I behavior referrals and classroom disruptions, resulting in increased instructional time and a safer, more predictable learning environment campus-wide.

Staff Responsible for Monitoring: All staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Utilize MTSS Behavior Team to regularly review Tier 2 students and implement research-based Tier 2 interventions aligned to the district Behavior Framework.

Strategy's Expected Result/Impact: Timely identification and targeted support for students displaying tier 2 behavioral needs, leading to reduced repeat discipline offenses and improved social-emotional coping skills.

Staff Responsible for Monitoring: Administrators, Counselors

TEA Priorities: Build a foundation of reading and math

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

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Strategy 3

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

Strategy's Expected Result/Impact: Increased awareness and shared understanding among staff, students, and families regarding respectful conduct, resulting in a cohesive and welcoming campus culture.

Staff Responsible for Monitoring: Administrators, classroom teachers, Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4

Implement Multi-Tiered Systems of Support to identify and support academic needs of students.

Strategy 1

Implement improved tiered systems of support for students identified at-risk (economically disadvantaged, failed STAAR, McKinney Vento, emerging bilingual, special education).

Strategy's Expected Result/Impact: Closed achievement and opportunity gaps for at-risk student populations through targeted, culturally responsive academic and social-emotional interventions.

Increased percentage of at-risk students performing at or above grade level on local diagnostics and state assessments (STAAR).

Staff Responsible for Monitoring: All staff

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2

Identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district, and monitor progress in Branching Minds.

Strategy's Expected Result/Impact: Timely identification of learning gaps with 100% compliance in HB 1416/accelerated instruction requirements using TEKS-aligned, district-approved HQIM.

Accelerated academic growth tracked seamlessly through centralized Branching Minds documentation and progress monitoring data points.

Staff Responsible for Monitoring: Administrators, classroom teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3

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

Strategy's Expected Result/Impact: Early detection of off-track indicators will allow for immediate, data-driven intervention before course failure or chronic absenteeism occurs.

Staff Responsible for Monitoring: Administrators, Counselors, classroom teachers, SDS

TEA Priorities: Connect high school to career and college

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 5

Strengthen the Comprehensive School Counseling Program, 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: Increased access for students to academic guidance, social-emotional support, preventive skill-building, and crisis response, reducing non-academic barriers to learning.

Staff Responsible for Monitoring: Administrators, Counselors

TEA Priorities: Connect high school to career and college

ESF Levers: 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: Campus-wide growth in character development, moral awareness, emotional intelligence, and positive decision-making.

Reduction in peer conflict, discipline incidents, and classroom disruptions as character themes are consistently reinforced across classrooms.

Staff Responsible for Monitoring: Counselors, classroom teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: 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: 100% of staff equipped with the knowledge and tools to identify early warning signs of trauma, distress, or mental health concerns, facilitating timely referrals.

A safer, trauma-informed learning environment where staff proactively respond to student emotional and physical safety needs.

Staff Responsible for Monitoring: All staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: 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: Increased student mastery of decision-making and peer-refusal strategies, leading to a reduction in early risk behaviors and substance use among upper elementary students.

Staff Responsible for Monitoring: Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Implement evidence-based prevention lessons from Catch My Breath and the Stanford REACH Lab in grades 6th-8th.

Strategy's Expected Result/Impact: Heightened student awareness of the health risks associated with vaping and nicotine use, resulting in decreased tobacco-related disciplinary infractions.

Staff Responsible for Monitoring: Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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: 100% preparedness and rapid execution of emergency procedures by campus staff during medical and safety incidents, minimizing response time during cardiac or safety crises.

Staff Responsible for Monitoring: Campus Nurse, ERT Team, Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

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

Strategy's Expected Result/Impact: Full state compliance with TEC 37.115 and a proactive mechanism to identify, assess, and intervene with individuals exhibiting concerning behaviors before harm occurs.

Staff Responsible for Monitoring: Administrators, Campus Threat Assessment Team Members

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 5

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: Dedicated case management ensures continuous academic engagement and successful student transitions, significantly reducing repeat DAEP placements.

Staff Responsible for Monitoring: Administrators, Counselors

TEA Priorities: Build a foundation of reading and math

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

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Goal 2

RISD will reimagine 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

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: Increased instructional capacity across all classrooms as regular coaching cycles and feedback refine teaching practices, leading to higher-quality lesson delivery, increased student engagement and overall student and teacher growth.

Staff Responsible for Monitoring: Administrators, Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, 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: Teachers will participate in targeted PD opportunities to build competency in their selected Learner Growth Experience framework area, resulting in documented professional growth and artifact collection within Schoology portfolios.

Staff Responsible for Monitoring: All staff, Administration, Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Strategy 1

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: A transparent feedback loop between staff and administration that builds trust, addresses campus-specific retention challenges, and fosters a positive working environment where educators feel valued and supported.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Address low-scoring areas in climate survey by creating a campus team to develop an action plan to improve scores on survey and boost teacher retention.

Strategy's Expected Result/Impact: Targeted improvements in school climate and staff satisfaction metrics on annual climate surveys.

Increased teacher morale and higher staff retention rates through collaborative problem-solving and responsive leadership actions.

Staff Responsible for Monitoring: Administrators, Counselors, Campus Culture Committee

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

Develop and implement a performance management system on campus.

Strategy 1

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: Campus-wide growth in teacher practice and instructional effectiveness, leading to higher-quality daily instruction, achieved professional goals, and accelerated student academic performance.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

Schedule and execute regular administrative walkthroughs focused on Tier 1 instruction, delivering specific feedback and bite-sized action steps to guide weekly teacher growth.

Strategy's Expected Result/Impact: Measurable improvement in classroom instruction and instructional rigor, driving improved student mastery on grade-level standards.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 3

Provide structured, quarterly extended planning days for grade-level teams to engage in deep PLC collaboration, unpackage upcoming units, align proficiency scales, and internalize Tier 1 curriculum.

Strategy's Expected Result/Impact: Increased instructional clarity and alignment across all classrooms, leading to well-prepared, high-rigor lesson delivery, proactive addressing of learning gaps, and improved student mastery on quarterly assessments.

Staff Responsible for Monitoring: Administration, Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals

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

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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.

Strategy 1

Ensure daily high-quality phonics instruction is occurring in all early childhood classrooms using HQIM.

Strategy's Expected Result/Impact: Increased foundational literacy skills and early reading proficiency across all K-2 classrooms, resulting in higher student mastery on phonics screeners (mCLASS) and a strong foundation for K-2 reading fluency.

Staff Responsible for Monitoring: K-2 classroom teachers, Instructional Coach, Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2

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

Strategy's Expected Result/Impact: Stronger foundational numeracy skills across all grade levels, leading to increased math fluency, improved problem-solving capacity, and higher student performance on district math benchmarks and state assessments.

Staff Responsible for Monitoring: K-5 classroom math teachers, Instructional Coach, Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 2

Ensure programming and systems of support to ensure students served through special education, multilingual and gifted and talented services meet or exceed identified student outcome targets.

Strategy 1

Implement ESL content-based model in K-6 grades. Utilize Linguistic Acquisition Teachers to support ELlevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs)

Strategy's Expected Result/Impact: Accelerated English language acquisition and academic growth for Emergent Bilingual (EB) students, resulting in increased TELPAS composite scores, higher performance on district and STAAR content assessments, and closed achievement gaps across K-6.

Staff Responsible for Monitoring: LAT, Administrators, all classroom teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: 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: Campus-wide compliance and instructional fidelity in Special Education services, resulting in timely progress tracking, seamless service delivery logging, and accelerated IEP goal mastery for students receiving special education services.

Staff Responsible for Monitoring: Administrators, Special Education team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 3

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

Strategy's Expected Result/Impact: Consistent delivery of depth-and-complexity strategies during daily instruction will drive higher GT student engagement and advanced critical thinking skills, resulting in sustained academic growth and higher percentages of students achieving "Masters Grade Level" on district benchmarks and STAAR assessments.

Staff Responsible for Monitoring: Classroom teachers, ALT, Instructional Coach, Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Utilize Resource Teachers to ensure the consistent implementation of accommodations, supplemental aids, and targeted instructional strategies, while actively progress monitoring Special Education students to support their academic growth in Math to 55%.

Strategy's Expected Result/Impact: Resource teachers will establish a consistent system for monitoring accommodation implementation. As a result, teachers will effectively adjust instruction using targeted intervention strategies and supplemental aids, leading to a 55% growth rate among Special Education students in math.

Staff Responsible for Monitoring: Administrators, Resource teachers, Classroom teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

Utilize Special Education resource and co-teachers to ensure consistent implementation of accommodations, supplemental aids, and specially designed instruction (SDI) during daily core instruction and targeted intervention.

Strategy's Expected Result/Impact: Increased classroom access and academic growth in reading and math for SPED students, directly supporting the progress needed to achieve the 55% target on state/district assessments.

Staff Responsible for Monitoring: Administrators, Special Education Team, classroom teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: 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 learner framework and the RISD Instructional Priorities.

Strategy 1

Address and increase STAAR performance for students in 3rd grade Math and Reading.

Reading 2026-2027 goal= 80% meets and Math 2026- 2027 goal=80% meets

Strategy's Expected Result/Impact: At least 80% of 3rd-grade students will reach "Meets Grade Level" on STAAR Reading and Math through data-driven instruction, targeted intervention, and ongoing progress monitoring.

Staff Responsible for Monitoring: 3rd grade teachers, Resource teachers, Instructional Coach, Administrators

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

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Strategy 2

Implement High-Quality Instructional Materials (HQIM) in K-5 RLA and Grades 6-Algebra I mathematics, supported by continuous, differentiated training for all campus staff aligned to the Learner Framework.

Strategy's Expected Result/Impact: Increased teacher confidence and capacity in HQIM delivery driven by targeted professional development, leading to data-informed lesson delivery and reduced learning gaps across all student groups.

Staff Responsible for Monitoring: Instructional Coach, Administrators, classroom teachers (K-6)

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

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Strategy 3

Implement High-Quality Instructional Materials (HQIM), curriculum resources, and proficiency scales with fidelity in K-5 and Grades 6-Algebra I mathematics through collaborative PLC planning, routine instructional walkthroughs, and targeted coaching support.

Strategy's Expected Result/Impact: Aligned Tier 1 instruction, student use and understanding of proficiency scales, improved student conceptual understanding, and increased student mastery on district assessments and STAAR assessments.

Staff Responsible for Monitoring: Instructional Coach, Administrators, classroom teachers (K-6)

TEA Priorities: Build a foundation of reading and math

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

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Strategy 4

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.

Strategy's Expected Result/Impact: Systematic tracking of student progress in 3rd-grade Math and Reading, ensuring immediate intervention for struggling learners and closing performance gaps to meet campus STAAR achievement targets.

Staff Responsible for Monitoring: Instructional Coach, Administrators, classroom teachers (K-6)

TEA Priorities: Build a foundation of reading and math

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 5

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 campus systems and instructional oversight driven by data-informed principal coaching, directly supporting teacher growth and accelerating student achievement across target areas.

Staff Responsible for Monitoring: Administrators, Region 10 LIFT coach

TEA Priorities: Build a foundation of reading and math

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

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Strategy 6

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

Strategy's Expected Result/Impact: Deeper administrative understanding of state accountability metrics, driving precise, data-informed decisions that close achievement gaps for targeted student demographic groups (Domain 3) and track student growth (Domain 2).

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 4

Implement aligned Pre-K-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: Campus-wide use of I-Team training to ensure technology drives student collaboration and problem-solving, not just passive viewing.

Staff Responsible for Monitoring: I-Team, Administrators, classroom teachers

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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: Students across all grade levels will maintain portfolios with artifacts demonstrating understanding and mastery of Graduate Profile competencies. Campus events, parent nights, and classroom showcases will feature student led demonstrations of their learning, highlighting real-world applications and progress toward graduation goals.

Staff Responsible for Monitoring: All classroom teachers, Instructional Coach, Administrators, Counselors

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

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Strategy 3

Make the RISD Learning Framework visible in daily instruction by intentionally connecting lessons to specific competencies.

Strategy's Expected Result/Impact: Empowered students who can articulate which RISD competency they are practicing in daily tasks, building self-efficacy, critical thinking, and stronger connections to the RISD Graduate Profile.

Staff Responsible for Monitoring: All classroom teachers, Instructional Coach, Administrators, Counselors

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

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Strategy 4

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.

Strategy's Expected Result/Impact: Enhanced campus reputation and community pride by showcasing authentic student artifacts and magnet programs resulting in increased interest, positive neighborhood sentiment, and sustained enrollment.

Staff Responsible for Monitoring: All staff, Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 5

Ensure all students graduate College and Career ready as measured by CCMR indicators including attendance, graduation rates, 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.
Career Exploration through Biztown for 100% of 5th grade and 7th grade students.

Strategy's Expected Result/Impact: 100% participation of 5th grade students in hands-on career exploration, leading to increased student awareness of diverse career pathways, practical financial literacy skills, and early connection between classroom learning and future workforce opportunities.

Staff Responsible for Monitoring: Administrators, 5th grade teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Campus-wide integration of project-based learning (PBL) that fosters student collaboration, problem-solving, and practical application of academic concepts across all grade levels.

Strategy's Expected Result/Impact: Facilitate professional development and collaborative PLC planning time dedicated to designing cross-curricular, hands-on, real-world assignments/projects that emphasize student collaboration, problem-solving, and academic application.

Staff Responsible for Monitoring: classroom teachers, Instructional Coach, Administrators

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Utilize reports in Focus to monitor student absences to increase our attendance rate to 97%.

Strategy's Expected Result/Impact: Early identification of chronic absenteeism and attendance trends, leading to timely parent outreach, attendance contracts, and improved daily student attendance toward the 97% goal.

Staff Responsible for Monitoring: Student Data Specialist, Counselors, Assistant Principal

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 6

Prioritize support and resources for TEA identified "school improvement" campuses.

Strategy 1

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: Increased capacity of campus administrators and instructional leaders to deliver targeted coaching, leading to higher-quality instructional execution and continuous teacher growth.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Region 10 LIFT Coach

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

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

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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: Deeper community understanding of campus needs and successes, resulting in sustained collaborative relationships and community-led support for student achievement.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 2

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

Strategy 1

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

Strategy's Expected Result/Impact: 100% parent contactability across the campus, ensuring streamlined, reliable mass communication, improved family engagement, and instant delivery of critical safety and academic updates.

Staff Responsible for Monitoring: all staff, administrators

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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 parent and community engagement, enhanced trust and satisfaction with campus, and a stronger school-home connection that fosters active family involvement in student success.

Staff Responsible for Monitoring: All staff, administrators

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

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Strategy 3

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: Heightened community pride and visibility for campus achievements, increased parent engagement across all digital channels, and strengthened community partnerships that foster active local support and collaboration.

Staff Responsible for Monitoring: Administrators, classroom teachers, social media team

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

Ensure 100% of parents know their students' individual growth goals 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: Increased parent partnership and engagement, enhanced family understanding of individual student achievement goals, and reinforced home learning strategies, ultimately driving academic growth across all grade levels.

Staff Responsible for Monitoring: Classroom teachers

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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/handling procedures and ordering/receiving goods procedures.

Strategy's Expected Result/Impact: Increased staff confidence and accuracy in handling student activity funds and purchase orders, leading to timely vendor payments and audit-ready financial records.

Staff Responsible for Monitoring: Executive Assistant, classroom teachers

TEA Priorities: Recruit, support, retain teachers and principals

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

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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: Lower overall energy consumption to support the District Energy Management Plan.

Staff Responsible for Monitoring: All staff, Administrators

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

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

Strategy 1

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

Strategy's Expected Result/Impact: Provide clear opt in/opt out preferences for parents regarding various activities and services. Example: available access to health services, after school clubs, counseling opportunities and library services.

Staff Responsible for Monitoring: Administrators, LITE

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: 100% of students and staff will demonstrate clear operational knowledge and execution of standard emergency response protocols (SRP), leading to increased campus preparedness and minimized response time during an emergency.

Staff Responsible for Monitoring: Administrators, all staff, Security Officer

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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

Strategy's Expected Result/Impact: Increased student and staff confidence and calm during emergency procedures through regular practice, fostering a proactive culture of safety across the campus.

Staff Responsible for Monitoring: Administrators, all staff, Security Officer

ESF Levers: 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 workflow via the campus technology representative.

Strategy's Expected Result/Impact: 100% device accountability across the campus, increased digital safety and responsible technology use among students, and reduced instructional downtime through faster technology issue resolution.

Staff Responsible for Monitoring: Administrators, LITE, campus executive assistant

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 4

Implement Bond 2025.

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: Timely completion of all Bond 2025 facility and technology enhancements with minimal disruption to instructional time, resulting in modernized, safe, and fully equipped learning environments.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

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