

Richardson Independent School District



Audelia Creek Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Audelia Creek is dedicated to developing learners for excellence in their global future through a rigorous, innovative, and relevant education where all students experience success.

Vision

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

Value Statement

We are a Title 1 school in Richardson ISD supporting students and their families to build the foundational skills that will contribute to life-long success. we believe in high academic and behavioral expectations while creating an inclusive environment where all students can thrive.

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Comprehensive Needs Assessment

Demographics

Summary

Audelia Creek Elementary is comprised of a diverse student population of approximately 730 students. Our student population consists of 49% African American, 38% Hispanic, 5% White, 6% Asian, and 2% Multi-racial. 88% of our students are economically disadvantaged and 62.8% are At-Risk. Our attendance rate remains around 94% while our mobility rate averages at 26.4%. Audelia Creek Elementary continues to focus on growth for all learners and emphasizes closing achievement gaps for English Language Learners and students served through special education.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Student daily attendance rates are below the desired campus target, resulting in inconsistent access to instruction and reduced opportunities for continuous academic growth.	Families in our community may experience a variety of circumstances that can impact consistent school attendance, including transportation challenges, health-related needs, limited familiarity with attendance requirements, and other economic or family responsibilities.

★ = Priority

Student Achievement

Summary

The campus utilized a variety of research-based data sources to monitor student progress and draw conclusions regarding student achievement. In grades K-6, the campus utilized MAP testing, K12 Summitt, and Mclass for early reading data.

STAAR Results Spring 2024:

Overall - -Student Achievement - - 0%

STAAR Performance 20

School Progress - 70%

Academic Growth 38 -

Relative Performance (Eco Dis: 87.3%)

Closing the Gaps 6 - - 30%

Strengths

Branching Minds continued to focus on student success for students in the MTSS process by making recommendations for a multitude of interventions. Most tier 2 and tier 3 interventions were put in place during campus iTIME, allowing full access to curriculum, and included the use of instructional specialists and instructional assistants for support. The MTSS team has addressed over a hundred student's academic and behavioral needs throughout the year with successful interventions.

After school tutorials and summer schools were offered and highly attended. Services provided to Special Education students have been a focus for the campus. Program changes have occurred to meet the needs of students more efficiently, with more emphasis on planned, intentional instruction in all areas, including iTime.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 ★ Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
2 ★ Our students are underperforming in Reading, Mathematics, and Science.	Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.
3 ★ Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels.	Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.
4 Only 18 percent of our students are on grade level (or above) in Reading in grades 3-6, based on the latest TPRS information.	There is a lack of consistency in education opportunities across our students.
5 Only 20 percent of our students are on grade level (or above) in Math in grades 3-6 based on the latest TPRS information.	Lack of consistency in education opportunities across our students, which affects their ability to read and comprehend on-grade-level math problems
6 Only 6 percent of our 5th-grade students are on grade level (or above) in science, based on the latest TPRS information.	Lack of consistency in education opportunities across our students, which affects their ability to read and comprehend on-grade-level math problems

7

Our school did not meet the percent targets for the English Language Proficiency measures for Emergent Bilingual (EB)/English Learners' (ELs) progress towards achieving English Language proficiency.

Lack of success with the current ESL model.

8



PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD

New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.

 = Priority

School Culture and Climate

Summary

Overall, Audelia Creek Elementary students enjoy coming to school and believe the campus is safe. The emphasis on addressing classroom and campus behavior management is being emphasized through the implementation of The PRIDE Matrix with a foundation of safety, responsibility, and mutual respect. This implementation will help support the success of all students at ACE. This implementation of a proactive approach to discipline will promote a culture of positive interactions between staff, students, and the community. In addition to these practices, we implement a Social Emotional Learning curriculum to provide a foundation for safe and positive learning. SEL programs enhance students' ability to succeed in school, careers, and life.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement		Root Cause
1	Teachers perceive that we are not effective and/or consistent in handling unruly students, office referrals, and/or bullying incidents	Behavior systems have not been implemented with fidelity across the school

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

ACE maintains a focus on recruiting, hiring, and retaining highly qualified and focused candidates with a passion for teaching in a Title I school. Partnering with district leadership allows us to recruit and retain the best teachers for our students. A coaching mindset is being facilitated using the T-TESS model to work individually with staff to set personal goals and monitor growth for our teachers and students.

Utilizing the goals of our staff, instructional leadership can plan and implement staff development that is purposeful and timely to support teachers.

Curriculum, Instruction, and Assessment

Summary

Audelia Creek Elementary continues to implement, monitor, and evaluate the curriculum. Various data sources are utilized regularly to inform instructional decisions and the utilization of campus specialists to support the implementation of curriculum. Data sources indicate that additional support is needed in the rigorous implementation of the district curriculum, along with our instruction related to EB, dyslexic, and special education students.

Audelia Creek Elementary continued the use of Eureka and Amplify as our Tier 1 instruction and curriculum. The primary focus of campus PLC meetings was curriculum--how students performed and what performance was expected next. For grade levels K-2, PLCs focused on the performance of guided reading/phonics instruction. For all grade levels, PLCs provided opportunities for staff development, staff feedback, curriculum planning, and upcoming curriculum preparation. Practice STAAR assessments were given to students in all tested areas in grades 3-5. All students are leveled in their reading using assessments at BOY, MOY, and EOY.

Family and Community Engagement

Summary

ACE will focus on strengthening connections between the community and the school. We plan to achieve this through family and parent engagement events, weekly parent newsletters, and expanding community partnerships to foster a stronger bond between home and school. By collaborating with the RISD Council of PTAs, we aim to increase PTA membership and enhance event participation. Additionally, Parent University will be available to help parents navigate the school system alongside their students. Information about these resources will be communicated through parent newsletters and posted on the RISD website.

Strengths

Parent Volunteers

Family STEM Night

Meet the Teacher

Family Curriculum Night

Student of the Month

Family Literacy Night

School Organization

Summary

Audelia Creek Elementary's goal is to support the district's vision of growth for all staff and students. The campus is focused on the growth of 100% of our students within the timeline established by the state. ACE has created a master schedule that maximizes instructional time and embeds time for student intervention. ACE hosts weekly campus data meetings to focus on student interventions to monitor campus success and student progress.

Technology

Summary

Technology integration is a critical component of student learning at ACE and within RISD. Each student has a district-issued iPad and access to online resources, textbooks, educational databases, and materials through RISD Classlink, Self-Service, and Google Classroom. Richardson ISD's virtual learning program is a remote learning opportunity that allows students to engage in high-quality learning experiences, use RISD's instructional resources, including curriculum and assessments, and meaningfully connect with teachers and peers.



Priority Problem Statements

Problem Statement

Root Cause

1



Our students are underperforming in Reading, Mathematics, and Science.

Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.

2



Our students are underperforming in Reading, Mathematics, and Science.

Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

3



Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels.

Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.

4



PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD

New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.

5



Student daily attendance rates are below the desired campus target, resulting in inconsistent access to instruction and reduced opportunities for continuous academic growth.

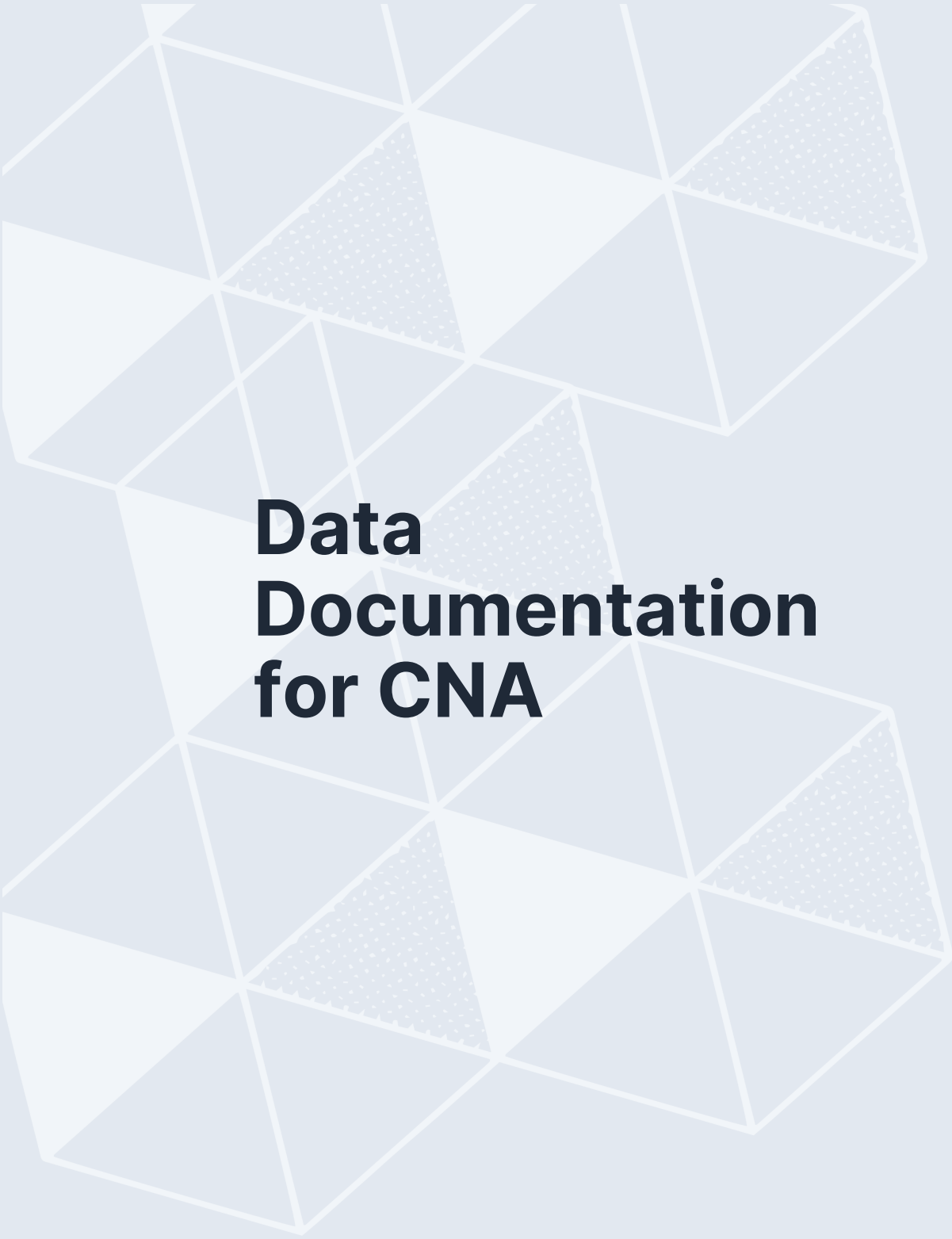
Families in our community may experience a variety of circumstances that can impact consistent school attendance, including transportation challenges, health-related needs, limited familiarity with attendance requirements, and other economic or family responsibilities.

6



Teachers perceive that we are not effective and/or consistent in handling unruly students, office referrals, and/or bullying incidents

Behavior systems have not been implemented with fidelity across the school



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/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Homeless data

☒ Gifted and talented data

☒ Dyslexia data

Student Data: Behavior and Other Indicators

☒ Attendance data

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

☒ Professional development needs assessment data

☒ T-TESS data

☒ Staff mobility/stability

☒ Support structures: mentors

☒ Classroom and school walkthrough data

Parent/Community Data

☒ Community service agencies and support services

Support Systems and Other Data

☒ Processes and procedures for teaching and learning, including program implementation

☒ 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 High Priority

100% of students will meet North Star Goal expectations.

Evaluation Data Source: NWEA MAP Growth
STAAR / STAAR Progress Data
mCLASS
Summit K12
TELPAS
CIAs
WIN Time / Intervention Progress-Monitoring
Student Growth Trackers:
TEA Accountability & Campus Performance Data

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy Results Driven Accountability

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: Students will demonstrate increased ownership of their academic and personal growth by setting meaningful, measurable goals aligned to student achievement and the Graduate Profile. Through quarterly reflection and evidence submission, students will monitor their progress, articulate their growth, and identify next steps, resulting in increased academic achievement, goal attainment, self-advocacy, and development of life-ready competencies.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coaches, Language Acquisition Teachers, Classroom Teachers, and Interventionists.

Problem Statements: Student Achievement 1, 2

Funding Sources: Student Data Tracking Binders 199 - General Fund,

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 2 Targeted Support Strategy Additional Targeted Support Strategy

✓ Results Driven Accountability

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

Strategy's Expected Result/Impact: At least 95% of eligible students will complete MAP Growth assessments in Reading and Mathematics at BOY, MOY, and EOY, providing consistent and reliable data to measure individual student growth. Results will be used to identify instructional needs, monitor progress toward North Star growth goals, inform targeted instruction and intervention, and increase the percentage of students meeting or exceeding their projected academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Assessment Coordinator, Academic Success Coaches, Classroom Teachers, Interventionists, and Special Education/Bilingual Staff

Problem Statements: Demographics 1 - Student Achievement 2

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 3 ✓ Targeted Support Strategy ✓ Additional Targeted Support Strategy

✓ Results Driven Accountability

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: 100% of students will utilize Schoology to set, monitor, and reflect on their academic and Graduate Profile goals, with four artifacts added to their Schoology Portfolio--one per quarter. Consistent goal tracking and evidence collection will increase student ownership of learning, strengthen reflection and self-advocacy skills, and provide documented evidence of progress toward academic growth and life-ready competencies.

Staff Responsible for Monitoring: Classroom Teachers, Academic Success Coaches and iTeam

Problem Statements: Student Achievement 1, 2

TEA Priorities: Improve low-performing schools

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

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Student daily attendance rates are below the desired campus target, resulting in inconsistent access to instruction and reduced opportunities for continuous academic growth.	Families in our community may experience a variety of circumstances that can impact consistent school attendance, including transportation challenges, health-related needs, limited familiarity with attendance requirements, and other economic or family responsibilities.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
2 Our students are underperforming in Reading, Mathematics, and Science.	Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

Performance Objective 2 ☒ High Priority ☒ HB3 Goal

100% of staff will meet North Star Goal expectations

Evaluation Data Source: T-TESS GSPD Goals and Progress Monitoring

T-TESS Walkthrough and Observation Data

Coaching Cycle Documentation

PLC/DDI Artifacts

MAP Growth Data

STAAR Growth and Achievement Data

mCLASS

TELPAS/Summit K12 Data

CIA Data

Staff Survey/Feedback Data

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

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 staff will establish and monitor a personal growth goal aligned to district-identified priority T-TESS dimensions and provide evidence of progress at middle- and end-of-year conferences. This process will strengthen reflective practice, increase implementation of high-impact instructional practices, and support continuous professional growth that positively impacts student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Achievement 1

TEA Priorities: Recruit, support, retain teachers and principals

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 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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: 100% of teachers will utilize Schoology to set, monitor, and reflect on their professional growth goals and upload four portfolio artifacts--one per quarter--as evidence of progress. This process will strengthen teacher ownership of professional growth, promote consistent reflection, and provide documented evidence of progress toward T-TESS and North Star Goal expectations.

Staff Responsible for Monitoring: Principal, Assistant Principals,

Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.2

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

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

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: 100% of staff will engage in quarterly opportunities to update their professional portfolios, reflect on progress toward identified T-TESS growth goals, and analyze peer evidence in Schoology. This collaborative process will strengthen professional reflection, promote shared accountability, increase collaboration, and support continuous improvement in instructional practice and student outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.2

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Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.

Performance Objective 3 ☒ High Priority

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

- Evaluation Data Source:** Student Discipline Referral Data
Office Discipline Referrals (ODRs)
Behavior Incident Reports
MTSS Behavior Intervention Plans
MTSS Progress-Monitoring Data
Attendance and Tardy Data
In-School/Out-of-School Suspension Data
Counselor Referral and Support Data
MTSS Meeting Documentation
Teacher Behavior/Intervention Documentation
Parent/Family Conference Documentation
Student Climate and Culture Survey Data
PBIS/Behavior Incentive Data

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

Implement a clear and consistent Tier I campus behavior expectations and discipline

management plan.

Strategy's Expected Result/Impact: 100% of staff will consistently implement campus-wide Tier I behavior expectations and the discipline management plan. Consistent implementation will increase students' understanding of behavioral expectations, strengthen positive school culture, reduce classroom disruptions and discipline referrals, maximize instructional time, and ensure students receive consistent behavioral supports across all campus settings.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Students, Counselors, Classroom Teachers, Special Education Staff

Problem Statements: Demographics 1 - School Culture and Climate 1

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, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2  Targeted Support Strategy  Additional Targeted Support Strategy

 Results Driven Accountability

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: 100% of students identified for Tier 2 behavioral support will be regularly reviewed by the MTSS Behavior Team and provided targeted, research-based interventions aligned with the district Behavior Framework. Consistent progress monitoring and adjustment of interventions will improve student behavior, reduce repeated discipline incidents, increase successful participation in Tier I environments, and support students in developing appropriate behavioral and self-management skills.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Students, Counselors, MTSS Behavior Team, Classroom Teachers, Special Education Staff, and Intervention Support Staff.

Problem Statements: School Culture and Climate 1

Title I: 2.5.3

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, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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

Strategy's Expected Result/Impact: 100% of staff and students will receive consistent communication and visual reinforcement of the Code of Civility expectations across campus. This will strengthen shared expectations for respectful communication and interactions, increase consistency in adult and student practices, support a positive campus culture, and reduce incidents related to inappropriate or disrespectful behavior.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Students, Counselors, Teachers, Paraprofessionals

Problem Statements: School Culture and Climate 1

Title I: 2.5.2, 2.5.3

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

Develop and implement 3-5 positively stated Tier I behavior expectations that define The Creek Way across classrooms and common areas. Staff will explicitly teach, model, practice, reinforce, and reteach expectations throughout the year based on student needs and campus data.

Strategy's Expected Result/Impact: 100% of campus staff will consistently teach, model, reinforce, and reteach the established Tier I behavior expectations across classrooms and common areas. Students will demonstrate increased understanding of campus expectations, resulting in greater consistency in student behavior, improved school climate, increased instructional time, and a reduction in preventable discipline referrals.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Instructional Leadership Team (ILT), Teachers, and Campus Staff.

Problem Statements: School Culture and Climate 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 5 Targeted Support Strategy

Implement consistent active supervision practices during instruction, transitions, arrival, dismissal, recess, cafeteria, and other common areas. Staff will use strategic positioning, positive narration, private redirection, and opportunities for students to correct behavior and successfully return to instruction.

Strategy's Expected Result/Impact: 100% of campus staff will consistently implement active supervision practices across instructional and non-instructional settings. Increased adult visibility, proactive monitoring, and consistent redirection will result in safer learning environments, fewer preventable behavior incidents, smoother transitions, and increased instructional time.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Instructional Assistants, Counselor, and all Campus Staff.

Problem Statements: School Culture and Climate 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Student daily attendance rates are below the desired campus target, resulting in inconsistent access to instruction and reduced opportunities for continuous academic growth.	Families in our community may experience a variety of circumstances that can impact consistent school attendance, including transportation challenges, health-related needs, limited familiarity with attendance requirements, and other economic or family responsibilities.

Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 Teachers perceive that we are not effective and/or consistent in handling unruly students, office referrals, and/or bullying incidents	Behavior systems have not been implemented with fidelity across the school

Performance Objective 4 High Priority

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

Evaluation Data Source: NWEA MAP Growth Data
mCLASS
STAAR Achievement and Growth Data
Campus Common Assessments
MTSS Progress-Monitoring Data
Tier 2 and Tier 3 Intervention Data
Student Intervention Plans
Student Work Samples
TELPAS Data
Summit K12 Data
Special Education Progress Data
MTSS/Student Support Team Meeting Documentation

Strategy 1 **Targeted Support Strategy** **Additional Targeted Support Strategy**
 Results Driven Accountability

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: Students identified as at-risk will receive timely, targeted, and appropriately tiered academic and support services based on identified needs. Consistent progress monitoring and data-driven adjustments to interventions will increase student growth, reduce achievement gaps, strengthen access to Tier I instruction, and increase the percentage of students meeting or exceeding grade-level and North Star growth expectations.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coaches, Counselors, Interventionists, Special Education Staff, Emergent Bilingual/LPAC Classroom Teachers.

Problem Statements: Student Achievement 1, 2, 3, 8

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: 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 2 **Targeted Support Strategy** **Additional Targeted Support Strategy**
 Results Driven Accountability

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: Students identified for accelerated learning and intensive intervention will receive timely, targeted instruction using district-approved High Quality Instructional Materials (HQIM). Student progress will be consistently documented and monitored in Branching Minds to evaluate intervention effectiveness, adjust supports based on data, close identified learning gaps, and increase the percentage of students meeting or exceeding grade-level and North Star growth expectations.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coaches, Interventionists, Classroom Teachers, Special Education Staff, and Emergent Bilingual Support Staff.

Problem Statements: Student Achievement 1, 2, 3, 8

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: 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 3 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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: Students meeting defined indicators for attendance, behavior, reading, mathematics, and course performance will be identified early and consistently progress monitored through Branching Minds. This systematic approach will support timely intervention, ensure appropriate tiered supports, strengthen data-based decision-making, and increase student success in academics, behavior, and attendance.

Staff Responsible for Monitoring: Principal, Assistant Principals, MTSS Team, Counselors, Academic Success Coaches, Interventionists, Classroom Teachers, Special Education Staff, Emergent Bilingual Support Staff, and Student Data Specialists

Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 8

Title I: 2.5.1, 2.5.3

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 4 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Address Title I 10 Components based on needs assessment.

Strategy's Expected Result/Impact: Title I program components will be implemented and monitored based on identified needs from the Comprehensive Needs Assessment (CNA). Resources, strategies, and supports will be intentionally aligned to identified campus needs to address achievement gaps, strengthen instructional practices, increase family engagement, and improve academic outcomes for all students, particularly those most at risk of not meeting state standards.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Students, Family and Engagement Specialist

Problem Statements: Student Achievement 1, 2, 3, 8

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

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student daily attendance rates are below the desired campus target, resulting in inconsistent access to instruction and reduced opportunities for continuous academic growth.

Families in our community may experience a variety of circumstances that can impact consistent school attendance, including transportation challenges, health-related needs, limited familiarity with attendance requirements, and other economic or family responsibilities.

Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Our students are underperforming in Reading, Mathematics, and Science.

Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.

2

Our students are underperforming in Reading, Mathematics, and Science.

Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

3

Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels.

Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.

8

PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD

New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.

Performance Objective 5 High Priority

Strengthen the Comprehensive School Counseling Program, Trauma Informed Care, and Character Education programming to support the North Star Goal.

Evaluation Data Source: Comprehensive School Counseling Program Data

Counselor Contact/Service Logs

Individual and Small-Group Counseling Data

Guidance Lesson Completion Data

Student Climate and Culture Survey Data

Student, Staff, and Family Survey Data

Behavior Referral/Discipline Data

Attendance and Tardy Data

Chronic Absenteeism Data

Counselor Program Evaluation Data

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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

Strategy's Expected Result/Impact: Campus counselors will consistently provide and document direct student services in alignment with Texas Education Code and the Comprehensive School Counseling Program. Implementation will increase student access to academic, social-emotional, college/career, and responsive supports, contributing to improved student well-being, engagement, attendance, behavior, and progress toward North Star Goal expectations.

Staff Responsible for Monitoring: Principal, Assistant Principals, District Counseling Services

Problem Statements: Demographics 1 - School Culture and Climate 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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

Strategy's Expected Result/Impact: Students will consistently engage in character education experiences that strengthen responsible decision-making, positive relationships, citizenship, and understanding of campus expectations. Implementation will contribute to improved student behavior, increased sense of belonging, stronger campus culture, and reductions in behavioral incidents and discipline referrals.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Students, Counselors

Problem Statements: School Culture and Climate 1

Title I: 2.5.3

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 3 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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

Strategy's Expected Result/Impact: 100% of campus staff will complete Safer Minds, Safer Schools training and demonstrate increased awareness of student wellness, safety protocols, and appropriate referral procedures. Consistent implementation will support early identification of student needs, timely access to appropriate interventions, and a safer, more supportive campus environment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Counselors

Problem Statements: School Culture and Climate 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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Strategy 4  **Targeted Support Strategy**  **Additional Targeted Support Strategy**
 **Results Driven Accountability**

Implement a campus-wide House System that intentionally builds student and staff belonging, strengthens relationships across grade levels, promotes positive behavior and character development, and recognizes students and staff for demonstrating campus values and expectations. Provide regular House activities, celebrations, competitions, and opportunities for student leadership throughout the school year.

Strategy's Expected Result/Impact: Implementation of the House System will increase students' sense of belonging, connection, and school pride while reinforcing positive behavior and campus expectations. Increased student and staff engagement will contribute to improved campus culture, stronger relationships, increased attendance and participation, and reductions in recurring behavioral incidents and discipline referrals.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Students, Counselors

Problem Statements: Demographics 1 - School Culture and Climate 1

Title I: 2.5.3

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 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Student daily attendance rates are below the desired campus target, resulting in inconsistent access to instruction and reduced opportunities for continuous academic growth.

Families in our community may experience a variety of circumstances that can impact consistent school attendance, including transportation challenges, health-related needs, limited familiarity with attendance requirements, and other economic or family responsibilities.

Performance Objective 5 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Teachers perceive that we are not effective and/or consistent in handling unruly students, office referrals, and/or bullying incidents

Behavior systems have not been implemented with fidelity across the school

Performance Objective 6 High Priority

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

Evaluation Data Source: Health Screening Data

Counseling Referral and Service Data

Student Climate and Culture Survey Data

Social-Emotional Learning (SEL) Data

Behavior/Discipline Referral Data

Physical Education/FitnessGram Data

Threat Assessment Data

MAP Growth Data

STAAR Achievement and Growth Data

North Star Goal Progress Data

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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: 4th and 5th grade students will participate in the Too Good for Drugs curriculum and demonstrate increased knowledge and application of goal-setting, responsible decision-making, communication, and peer-refusal skills. Implementation will strengthen protective factors, promote healthy choices, and support students' overall wellness, positive behavior, and readiness to meet North Star Goal expectations.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Counselors,

Problem Statements: Demographics 1

Title I: 2.5.3

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

Results Driven Accountability

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

Strategy's Expected Result/Impact: Students in grades 6-8 will participate in evidence-based prevention lessons from CATCH My Breath and the Stanford REACH Lab to increase awareness of the health risks associated with vaping and tobacco/nicotine use, strengthen refusal and decision-making skills, and promote healthy choices. Implementation will support student wellness, reduce risk behaviors, and strengthen students' ability to make informed decisions that support academic and life readiness.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Counselors

Problem Statements: Demographics 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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: The Campus Emergency Response Team (ERT) and campus staff will demonstrate increased preparedness and confidence in responding to medical emergencies through completion of a fall round-table drill and a campus-wide AED drill during Heart Month in February. These activities will strengthen staff understanding of emergency roles, improve response coordination, identify opportunities for procedural improvement, and support a safe and prepared campus environment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Nurse

Problem Statements: Demographics 1

Title I: 2.5.3

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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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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

Strategy's Expected Result/Impact: The team will consistently follow district procedures for identifying, assessing, documenting, and responding to potential threats and concerning behaviors, resulting in timely interventions, strengthened coordination of student supports, and a safer campus environment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Students, Campus Counselors

Problem Statements: Demographics 1 - School Culture and Climate 1

Title I: 2.5.3

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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Strategy 5 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Implement Sandy Hook Promise's Suicide prevention curriculum for grades 6 through 12 to help students recognize warning signs and understand how to get help for themselves or a friend.

Strategy's Expected Result/Impact: Students in grades 6-12 will participate in the Sandy Hook Promise suicide prevention curriculum to strengthen their ability to recognize warning signs, identify trusted adults and appropriate support resources, and understand established procedures for seeking help for themselves or others. Implementation will increase student awareness, promote timely help-seeking behaviors, and strengthen a safe and supportive school environment.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Counselors

Problem Statements: Demographics 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6  **Targeted Support Strategy**  **Additional Targeted Support Strategy**
 **Results Driven Accountability**

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: Students transitioning between the home campus and DAEP will receive coordinated, individualized support through an identified transition case manager. Targeted wraparound services, progress monitoring, and communication among students, families, and school personnel will support successful reintegration, improve attendance and academic engagement, strengthen positive behavior, and reduce repeat disciplinary placements.

Staff Responsible for Monitoring: Principal, Assistant Principals, Dean of Students

Problem Statements: School Culture and Climate 1

Title I: 2.5.3

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 6 Problem Statements Identifying Demographics

Problem Statement		Root Cause
1	Student daily attendance rates are below the desired campus target, resulting in inconsistent access to instruction and reduced opportunities for continuous academic growth.	Families in our community may experience a variety of circumstances that can impact consistent school attendance, including transportation challenges, health-related needs, limited familiarity with attendance requirements, and other economic or family responsibilities.

Performance Objective 6 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Teachers perceive that we are not effective and/or consistent in handling unruly students, office referrals, and/or bullying incidents

Behavior systems have not been implemented with fidelity across the school

Goal 2

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

Performance Objective 1 High Priority

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

Evaluation Data Source: T-TESS GSPD Goals and Progress-Monitoring Data

T-TESS Walkthrough and Observation Data

Coaching Cycle Documentation

Teacher Action-Step Progress Data

Professional Learning Attendance/Completion Records

Schoology Professional Portfolio Artifacts

PLC/DDI Documentation and Artifacts

Lesson Plans/Internalization Artifacts

Student Work Samples

MAP Growth Data

STAAR Achievement and Growth Data

mCLASS

TELPAS/Summit K12 Data

Staff Survey/Feedback Data

Mid-Year and End-of-Year T-TESS Conference Evidence

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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: Through teacher feedback, coaching cycles, and learning walks, campus leaders will monitor implementation and provide timely support. This will result in increased teacher capacity, stronger implementation of high-impact instructional practices, improved instructional consistency, and measurable growth in student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coaches

Problem Statements: Student Achievement 1, 8

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, 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

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

Strategy's Expected Result/Impact: 100% of teachers will participate in campus-wide professional learning focused on the Learner Growth Experience and demonstrate increased understanding and implementation of aligned practices. Professional development will strengthen teacher capacity to support student goal setting, reflection, ownership of learning, and documentation of growth, contributing to progress toward North Star Goal expectations.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coaches

Problem Statements: Student Achievement 1, 8

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, 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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Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
8	PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD	New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.

Employee Transfer Data

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Problem Statements: Student Achievement 8

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 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Our students are underperforming in Reading, Mathematics, and Science.

Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.

8

PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD

New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.

Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: T-TESS GSPD Goals and Progress-Monitoring Data
T-TESS Walkthrough and Observation Data
Coaching Cycle Documentation
Staff Performance Goals and Action Steps
Mid-Year and End-of-Year Conference Data
Schoolology Professional Portfolio Artifacts

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

☒ Results Driven Accountability

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: 100% of instructional staff will participate in continuous performance coaching cycles that include regular observations, actionable feedback, goal setting, and individualized support. Consistent coaching and progress monitoring will strengthen staff capacity, increase implementation of high-impact practices, improve employee effectiveness, and contribute to measurable student growth and achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Achievement 1, 8

Title I: 2.5.2

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 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
8	PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD	New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.

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 High Priority

Ensure high quality Tier 1 instruction in early childhood classrooms.

Evaluation Data Source: T-TESS Walkthrough and Observation Data

CLI Engage Assessment Data

CIRCLE Progress Monitoring Data

mCLASS

Lesson Internalization/Planning Artifacts

Learning Objective and DOL Data

Student Work Samples

Coaching Cycle Documentation

PLC/DDI Documentation

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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

Strategy's Expected Result/Impact: Pre-K students will receive consistent, targeted small-group instruction based on identified academic and developmental needs. Effective small-group instruction will increase student engagement, strengthen differentiated support, accelerate foundational literacy, language, and early numeracy skills, and increase the percentage of students meeting or exceeding expected developmental and academic benchmarks.

Staff Responsible for Monitoring: Principal, Assistant Principals, Academic Success Coaches

Problem Statements: Student Achievement 1, 8

Title I: 2.5.1, 2.5.2

TEA Priorities: 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 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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: Pre-K teachers will demonstrate increased effectiveness in delivering high-quality, data-driven Tier I instruction through ongoing feedback, coaching, and instructional support. As a result, students will demonstrate measurable growth in foundational literacy and numeracy, with a minimum 4% annual increase in EOY CLI Engage letter recognition and numeracy performance.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Achievement 1, 8

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3  Targeted Support Strategy  Additional Targeted Support Strategy

 Results Driven Accountability

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

Strategy's Expected Result/Impact: Students in PK-2 will receive consistent, explicit, and systematic phonics instruction using district-adopted HQIM. As a result, students will demonstrate increased mastery of foundational literacy skills, including phonemic awareness, letter-sound correspondence, decoding, encoding, and word recognition, contributing to increased reading proficiency and growth on early literacy measures.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Achievement 1, 8

Title I: 2.5.1, 2.5.2

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 4  Targeted Support Strategy  Additional Targeted Support Strategy

 Results Driven Accountability

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

Strategy's Expected Result/Impact: Students will demonstrate increased conceptual understanding of place value, number relationships, and computational fluency. Through consistent, standards-aligned instruction and practice, students will increase automaticity in number identification, addition, and subtraction, resulting in stronger foundational mathematics skills and improved performance on district and campus assessments.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Achievement 1, 8

Title I: 2.5.1, 2.5.2

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 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
8	PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD	New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.

Performance Objective 2 **High Priority**

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.

Evaluation Data Source: STAAR Achievement and Growth Data
NWEA MAP Growth Data
mCLASS/DIBELS Data
TELPAS Data
Summit K12 Data
IEP Goal Progress-Monitoring Data
LPAC Documentation and Progress Data
Emergent Bilingual Language Proficiency Data
Gifted and Talented Student Growth/Performance Data
MTSS Progress-Monitoring Data
Student Work Samples
Service Delivery/Minutes Documentation
PLC/DDI Data and Documentation
T-TESS Walkthrough and Observation Data

Strategy 1 **Targeted Support Strategy** **Additional Targeted Support Strategy**
 Results Driven Accountability

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: Emergent bilingual students in K-6 will receive consistent, linguistically responsive, content-based instruction that integrates language development with grade-level academic content. Teachers will use ELlevation strategies, progress-monitoring data, and targeted intervention resources to adjust instruction, resulting in increased English language proficiency, improved access to Tier I instruction, and measurable academic growth across content areas.

Staff Responsible for Monitoring: Principal, Assistant Principals, Linguistic Acquisition Teachers (LATs)

Problem Statements: Student Achievement 1, 3, 8

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, 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 2 **Targeted Support Strategy** **Additional Targeted Support Strategy**
 Results Driven Accountability

Monitor and adjust implementation of the Elementary Language Allocation Plan in bilingual classrooms to strengthen math and reading fluency, comprehension, and automaticity based on student needs and data.

Strategy's Expected Result/Impact: Bilingual students will receive consistent, data-informed instruction aligned to the Elementary Language Allocation Plan. Ongoing monitoring and instructional adjustments will strengthen language development and increase student fluency, comprehension, and automaticity in reading and mathematics, resulting in measurable growth in academic achievement and language proficiency.

Staff Responsible for Monitoring: Principal, Assistant Principals, Linguistic Acquisition Teachers (LATs)

Problem Statements: Student Achievement 1, 3

Title I: 2.5.1, 2.5.2

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 3  Targeted Support Strategy  Additional Targeted Support Strategy
 Results Driven Accountability

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: Special education teachers will consistently utilize the Data Dashboard to document instructional planning, service delivery, and student progress. Quarterly data reviews will strengthen compliance, improve progress monitoring, and support timely instructional adjustments, targeted professional learning, and individualized student supports, resulting in increased progress toward IEP goals and improved student outcomes.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Achievement 1, 2, 3

Title I: 2.5.1, 2.5.2

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 4  Targeted Support Strategy  Additional Targeted Support Strategy

 Results Driven Accountability

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

Strategy's Expected Result/Impact: 100% of identified gifted and talented students will have access to differentiated, rigorous, and appropriately challenging learning experiences aligned to their individual strengths and needs. Students will demonstrate increased engagement, critical thinking, problem-solving, and measurable academic growth through opportunities for depth, complexity, enrichment, and acceleration.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Achievement 1

Title I: 2.5.1, 2.5.2

TEA Priorities: 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** **Additional Targeted Support Strategy**

 Results Driven Accountability

Include campus strategies to address SPED accountability targets

Strategy's Expected Result/Impact: Students receiving special education services will receive targeted, standards-aligned instruction, accommodations, interventions, and progress monitoring based on individual student needs and IEP goals. Regular review of achievement, growth, service delivery, and student-group data will inform instructional adjustments and targeted supports, resulting in increased academic growth, improved performance on state and district assessments, and progress toward campus and district special education accountability targets.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Achievement 2, 3

Title I: 2.5.1, 2.5.2

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 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
2	Our students are underperforming in Reading, Mathematics, and Science.	Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.
3	Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels.	Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.
8	PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD	New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.

Performance Objective 3 High Priority

Continue to refine and enhance Tier 1 instruction in support of the learning framework and the RISD Instructional Priorities.

Evaluation Data Source: T-TESS Walkthrough and Observation Data

Learning Walk/Calibration Data

Coaching Cycle Documentation

Lesson Internalization Artifacts

PLC/WPM Documentation

DDI Documentation and Action Plans

Learning Objective and DOL Data

Student Work Samples

Strategy 1  Targeted Support Strategy  Additional Targeted Support Strategy

 Results Driven Accountability

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

Strategy's Expected Result/Impact: 3rd grade students will receive targeted, standards-aligned Reading and Math instruction based on ongoing analysis of student performance data. Through high-quality Tier I instruction, differentiated small-group support, targeted intervention, and frequent progress monitoring, students will demonstrate increased mastery of priority TEKS and improved STAAR performance, with increases in students achieving Approaches, Meets, and Masters Grade Level.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Achievement 1, 2, 3

Title I: 2.5.1, 2.5.2

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 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Implement High-Quality Instructional Materials (HQIM) in K-5 and Grade 6 mathematics through consistent use of Bluebonnet Learning Math and Savvas, supported by continuous and differentiated professional learning aligned to the Learner Framework. Teachers will engage in weekly planning meetings using the Bambrick-Santoyo planning protocol to internalize upcoming lessons, anticipate student misconceptions, identify instructional moves and supports for diverse learners, and maintain appropriate lesson pacing while using student data to plan targeted small-group and WIN Time instruction.

Strategy's Expected Result/Impact: 100% of mathematics teachers will demonstrate consistent implementation and internalization of HQIM, as evidenced through WPM artifacts, lesson internalizations, classroom walkthroughs, and student work. Students will experience grade-level, standards-aligned Tier I instruction with increased rigor, appropriate differentiation, and consistent instructional minutes, resulting in increased student engagement, mastery of grade-level standards, and growth on campus and district mathematics assessments.

Staff Responsible for Monitoring: Instructional Leadership Team (ILT), Special Education/LATS Staff, and K-6 Mathematics Teachers.

Problem Statements: Student Achievement 1

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

ESF Levers: 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

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.

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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, 7th grade Pre-Algebra, Algebra I and English I.

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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.

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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.

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Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
2	Our students are underperforming in Reading, Mathematics, and Science.	Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.
3	Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels.	Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.

Performance Objective 4 High Priority

Implement aligned Pre-K 12 student learning experiences to support RISD being "The One".

Evaluation Data Source: T-TESS Walkthrough and Observation Data

NWEA MAP Growth Data

STAAR Achievement and Growth Data

TELPAS/Summit K12 Data

Student Work Samples

Student Climate and Culture Survey Data

Attendance Data

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.

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Strategy 2

Implement and strengthen the RISD Learning Framework by intentionally designing meaningful, student-centered learning experiences within HQIM and daily Tier I instruction that provide students opportunities to think critically, communicate, collaborate, problem-solve, and take ownership of their learning. Through weekly planning meetings, lesson internalization, classroom implementation, and instructional feedback, teachers will intentionally identify and embed opportunities for students to develop and demonstrate competencies aligned with the RISD Graduate Profile.

Strategy's Expected Result/Impact: Students will demonstrate increased ownership, engagement, academic discourse, collaboration, critical thinking, and application of learning across content areas. Classroom walkthroughs, student work, DOLs, student conferences, and assessment data will demonstrate increased opportunities for students to engage in rigorous grade-level learning and articulate what they are learning, how they demonstrate mastery, and their next steps for growth.

Staff Responsible for Monitoring: Instructional Leadership Team (ILT), LATS/Special Education Teachers, Classroom Teachers

Problem Statements: Student Achievement 1, 2

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Strategy 3 Targeted Support Strategy

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: Campus events, parent engagement opportunities, and neighborhood tours will consistently showcase specialized academic programs and student learning artifacts that demonstrate the quality and breadth of learning opportunities available at Audelia Creek. Increased visibility of student outcomes and campus programming will strengthen family and community awareness, promote campus pride, and support the district's "The ONE" initiative by positioning Audelia Creek as a school of choice within the community.

Staff Responsible for Monitoring: Instructional Leadership Team (ILT), Counselor, Family Engagement Staff

Problem Statements: School Culture and Climate 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
2	Our students are underperforming in Reading, Mathematics, and Science.	Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

Performance Objective 4 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	Teachers perceive that we are not effective and/or consistent in handling unruly students, office referrals, and/or bullying incidents	Behavior systems have not been implemented with fidelity across the school

Performance Objective 5 High Priority

Ensure all students graduate College and Career Ready as measured by CCMR indicators including attendance, graduation rate and advanced academic measures.

Evaluation Data Source: Student Attendance Data

Chronic Absenteeism Data

Gifted and Talented Data

Advanced Course Enrollment/Completion Data

Student Goal-Setting and Portfolio Data

Strategy 1 Targeted Support Strategy

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: Students will have increased opportunities to connect classroom learning to real-world careers through career speakers, campus and community partnerships, career exploration activities, field experiences, and exposure to a variety of postsecondary and career pathways. Students will demonstrate increased awareness of career options, recognize connections between academic learning and future opportunities, and begin identifying personal interests, strengths, and goals for their future.

Staff Responsible for Monitoring: Counselor, Teachers, Instructional Leadership Team (ILT), Family Engagement Specialist and Community/Business Partners.

Problem Statements: School Culture and Climate 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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

Campus will monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance rate increase of .5% from 94.07% to 94.57%.

Strategy's Expected Result/Impact: Weekly monitoring of attendance data and timely, targeted interventions will reduce chronic absenteeism and increase the campus-wide attendance rate from 94.07% to at least 94.57%. Students identified with emerging or persistent attendance concerns will receive individualized supports, family outreach, and progress monitoring, resulting in improved daily attendance, increased access to instruction, and greater academic engagement.

Staff Responsible for Monitoring: Campus MTSS Team.

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement		Root Cause
1	Student daily attendance rates are below the desired campus target, resulting in inconsistent access to instruction and reduced opportunities for continuous academic growth.	Families in our community may experience a variety of circumstances that can impact consistent school attendance, including transportation challenges, health-related needs, limited familiarity with attendance requirements, and other economic or family responsibilities.

Performance Objective 5 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

Teachers perceive that we are not effective and/or consistent in handling unruly students, office referrals, and/or bullying incidents

Behavior systems have not been implemented with fidelity across the school

Performance Objective 6 High Priority

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

Evaluation Data Source: Campus Improvement Plan (CIP) Progress-Monitoring Data
Targeted Improvement Plan Data
STAAR Achievement and Growth Data
NWEA MAP Growth Data
Student Group/Closing the Gaps Data
Attendance and Chronic Absenteeism Data
Discipline and Behavior Data

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Campus will participate in and implement the Additional Days School Year (ADSY) program through an enhanced summer learning model that provides targeted academic acceleration, enrichment opportunities, and ongoing progress monitoring aligned to identified student needs and district priorities.

Strategy's Expected Result/Impact: Students participating in the ADSY enhanced summer learning program will receive targeted academic acceleration and enrichment based on identified learning needs and current student data. Ongoing progress monitoring will demonstrate increased mastery of priority standards, reduction of unfinished learning, and improved student readiness for the upcoming school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Leadership Team

Problem Statements: Student Achievement 2, 3, 8

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

ESF Levers: 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

School Improvement and Title I campuses will engage in targeted instructional and student culture coaching, using feedback and campus data to implement and monitor action steps aligned to District Instructional Priorities.

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Strategy 3 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy
☒ Results Driven Accountability

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: Campus leaders and instructional teams will use LIFT Grant resources and Region 10 coaching to strengthen implementation of District Instructional Priorities through targeted professional learning, coaching, classroom walkthroughs, WPMs, and data-driven feedback cycles. Increased staff capacity and consistent implementation of high-leverage instructional practices will result in stronger Tier I instruction, improved instructional consistency across classrooms, and increased student achievement and growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches, Instructional Leadership Team (ILT), Teachers, LIFT Grant/Region 10 Coaches, and District Teaching & Learning Personnel.

Problem Statements: Student Achievement 1, 2, 3

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 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 6 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
2	Our students are underperforming in Reading, Mathematics, and Science.	Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.
3	Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels.	Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.
8	PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD	New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.

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.

Evaluation Data Source: Campus business/community partnership roster and partnership agreements
Baseline and end-of-year number of active business and industry partners
Documentation of career speakers, mentoring, enrichment activities, field experiences, and other partnership-supported events
Family/community engagement and campus event records
Student and staff surveys/feedback regarding partnership experiences
Documentation of resources, donations, volunteer hours, or services provided by community partners

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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: Participation in Principal for a Day will increase awareness of Audelia Creek's instructional programs, student experiences, campus priorities, and opportunities for community involvement. The experience will strengthen relationships with business and community leaders and lead to meaningful partnerships, resources, mentorship opportunities, and student/staff experiences that support the district's North Star Goal.

Staff Responsible for Monitoring: Campus Principal

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

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Strategy 2 Targeted Support Strategy

Conduct a campus Career Day event to expose students to various career industries and pathways.

Strategy's Expected Result/Impact: Students will gain exposure to a variety of career industries, professions, and pathways through direct interaction with business and community professionals. The Career Day experience will increase students' awareness of future opportunities, help students make connections between academic learning and career readiness, and encourage students to begin identifying personal interests, strengths, and future aspirations.

Staff Responsible for Monitoring: Principal, Counselor, Family Engagement Specialist

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2 High Priority

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

Evaluation Data Source: ParentSquare contactability and activation reports
ParentSquare delivery reports for email, text, and app notifications

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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: Families will receive consistent, timely, and accessible campus information through a weekly ParentSquare newsletter throughout the school year. Regular monitoring of delivery reports will increase family contactability and engagement, reduce communication gaps, and ensure families remain informed about campus events, academic priorities, student opportunities, and important deadlines.

Staff Responsible for Monitoring: Principal, Office Staff, and Family Engagement Specialist

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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: Increase family and community engagement by consistently sharing Audelia Creek's story, celebrating student and staff successes, highlighting academic programs and campus events, and communicating opportunities for involvement across multiple district-approved platforms. Increased visibility and consistent communication will strengthen campus-community relationships, increase participation in school events and volunteer opportunities, and build greater awareness and positive perception of Audelia Creek within the surrounding community.

Staff Responsible for Monitoring: Principal, Family Engagement Specialist, RISD Insider

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3 **High Priority**

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

Evaluation Data Source: Parent-teacher/student conference documentation
Individual student goal-setting and data folders
MAP/mCLASS/CLI Engage and other applicable assessment growth reports
ParentSquare communication and delivery records; parent acknowledgment/sign-in forms
student progress reports and report cards

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

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: 100% of families will have access to their student's individual academic growth target and receive ongoing information regarding progress toward that goal. Families will also receive practical, grade-appropriate strategies through ParentSquare to reinforce learning at home, strengthening the home-school partnership and supporting increased student academic growth.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Student Achievement 1, 2

TEA Priorities: Improve low-performing schools

ESF Levers: 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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Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
2	Our students are underperforming in Reading, Mathematics, and Science.	Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

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 High Priority

Ensure operations are conducted in a financially efficient and effective manner

Evaluation Data Source: Campus budget reports

Strategy 1 Targeted Support Strategy

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: 100% of applicable staff will receive training and resources on district procedures for collecting and handling money and ordering and receiving goods. Consistent implementation of established financial procedures will increase staff accountability, reduce errors and compliance concerns, and ensure campus funds and resources are managed efficiently and in accordance with district requirements.

Staff Responsible for Monitoring: Principal/ Exec. Admin.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 2

Collaborate with Facility Services and the Energy & Sustainability Department to optimize building energy.

Strategy's Expected Result/Impact: Campus will implement recommended energy-efficiency practices and monitor building operations to reduce unnecessary energy consumption while maintaining a safe, comfortable, and effective learning environment. Collaboration with district departments will support responsible use of campus resources, identify opportunities for increased efficiency, and contribute to district sustainability and cost-saving efforts.

Staff Responsible for Monitoring: Principal, Assistant Principals

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 2 High Priority

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

Evaluation Data Source: Campus safety and facility inspection reports
staff and student climate/safety survey results

Strategy 1 Targeted Support Strategy

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

Strategy's Expected Result/Impact: The campus will consistently implement district procedures aligned with Texas SB 12 requirements related to parental rights, notification, access to information, and required consent. Staff will understand and follow applicable procedures, resulting in timely parent communication, appropriate documentation of consent or notification, and increased campus compliance with state and district requirements. TEA guidance requires districts, among other provisions, to provide parents the state parental-rights information and follow applicable notification/consent requirements for certain services

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, School Nurse

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 2 Targeted Support Strategy

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 receive instruction and participate in practice opportunities for Standard Response Protocol (SRP) actions, including Evacuate, Hold, Lockdown, Shelter, and Secure. Safety Week will increase student and staff understanding of emergency procedures, strengthen consistency of campus responses, identify areas requiring additional practice or clarification, and improve overall campus preparedness for emergency situations.

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities: Improve low-performing schools

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Strategy 3 Targeted Support Strategy

Hold "I Know What To Do Day's" in October, December, February and April

Strategy's Expected Result/Impact: Students and staff will participate in quarterly "I Know What To Do Days" in October, December, February, and April to reinforce campus safety procedures and maintain readiness throughout the school year. Regular practice will increase confidence and consistency in responding to emergency situations, identify areas requiring reteaching, and ensure students and staff can appropriately demonstrate established safety protocols.

Staff Responsible for Monitoring: Principal, Assistant Principals

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 3

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

Evaluation Data Source: Technology help desk/service ticket reports

Strategy 1 Targeted Support Strategy

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: Maintain accurate 1:1 device accountability for 100% of students, ensure all students complete required digital citizenship instruction by the end of the first nine weeks, and improve the timely reporting and resolution of technology concerns. These systems will promote responsible technology use, reduce device loss or misuse, minimize instructional disruptions, and ensure reliable student access to digital learning resources.

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus I-Team

TEA Priorities: Improve low-performing schools

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Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: Bond 2025 project implementation plans and timelines; campus-specific project schedules

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: Bond 2025 campus upgrades, technology enhancements, and resource installations will be completed according to established district timelines with minimal disruption to instruction and daily campus operations. Effective coordination and communication will ensure projects are implemented safely and efficiently and that completed improvements are ready for staff and student use.
Person

Staff Responsible for Monitoring: District Bond/Facilities Personnel, Facility Services, Technology Services

Problem Statements: Student Achievement 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Our students are underperforming in Reading, Mathematics, and Science.

Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.

Goal 6

The percent of students in third grade who score at the Meets level or above on STAAR Math will increase from 42% to 55% by June 2027.

Performance Objective 1 High Priority

By the end of Quarter 1, 100% of third-grade mathematics teachers will demonstrate implementation of Bluebonnet Learning Math through lesson internalization, appropriate pacing, grade-level rigor, and alignment to the TEKS, as evidenced by weekly planning artifacts, classroom walkthroughs, and student work. BOY MAP and formative assessment data will be used to establish student baselines, identify specific skill gaps, and place students in targeted intervention or acceleration groups.

Evaluation Data Source: BOY MAP Math data; Bluebonnet curriculum-embedded assessments; DOL/formative assessment data; WPM agendas and artifacts; lesson internalization evidence; classroom walkthrough data; student work samples; WIN Time and small-group rosters.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy Results Driven Accountability

Strengthen HQIM Implementation and Lesson Internalization

Strategy's Expected Result/Impact: 100% of third-grade mathematics teachers will demonstrate consistent implementation and internalization of Bluebonnet Math, resulting in stronger Tier I instruction, increased rigor, and improved student access to grade-level content.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Student Achievement 1, 2, 3

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 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

Use BOY MAP, curriculum assessments, DOLs, and student work to establish targeted WIN Time and in-class small groups based on specific skill gaps rather than broad performance levels. Groups will be flexible and adjusted as students demonstrate mastery.

Strategy's Expected Result/Impact: 100% of third-grade students will be assigned to appropriate instructional groups based on current data, allowing teachers to provide targeted intervention, reteaching, practice, and acceleration without replacing grade-level Tier I instruction.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Student Achievement 1, 2, 3

TEA Priorities: Recruit, support, retain teachers and principals, 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 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
2	Our students are underperforming in Reading, Mathematics, and Science.	Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.
3	Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels.	Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.

Performance Objective 2 High Priority

By the end of Quarter 2, at least 50% of third-grade students will demonstrate progress toward Meets Grade Level performance on district/campus mathematics assessments, with students below grade level demonstrating measurable growth from their BOY baseline.

Strategy 1

✓ Targeted Support Strategy

✓ Additional Targeted Support Strategy

✓ Results Driven Accountability

Implement Consistent DDI Cycles

Strategy's Expected Result/Impact: Teachers will respond more quickly to unfinished learning, and students will demonstrate increased mastery of previously unsuccessful standards following targeted reteach and reassessment.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Achievement 1, 2, 3, 8

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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Strategy 2

✓ Targeted Support Strategy

✓ Additional Targeted Support Strategy

✓ Results Driven Accountability

Strengthen Targeted Small-Group and WIN Instruction:

Strategy's Expected Result/Impact: Students will receive targeted instruction based on demonstrated needs, resulting in increased mastery of priority standards and movement from lower performance levels toward Meets Grade Level or Above.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Student Achievement 1, 2, 3, 8

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

ESF Levers: 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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Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
2	Our students are underperforming in Reading, Mathematics, and Science.	Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.
3	Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels.	Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.
8	PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD	New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.

Performance Objective 3 High Priority HB3 Goal

By the end of Quarter 3, at least 55% of third-grade students will demonstrate projected performance at Meets Grade Level or Above on aligned interim/benchmark mathematics assessments, with targeted intervention plans in place for students who have not yet demonstrated sufficient progress.

Evaluation Data Source: STAAR-aligned interim/benchmark data; MAP Math growth/projection data; Bluebonnet assessment data; TEKS mastery reports; DOLs; student work; DDI trackers; WIN Time progress monitoring; small-group rosters; walkthrough data.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Provide TEKS-Specific Acceleration

Strategy's Expected Result/Impact: At least 55% of students will demonstrate readiness for Meets Grade Level performance, while students below the target receive increasingly precise instruction based on identified standards and misconceptions.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Achievement 1, 2, 3, 8

ESF Levers: 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  **Targeted Support Strategy**  **Additional Targeted Support Strategy**
 **Results Driven Accountability**

Conduct Individual Student Data Conferences

Strategy's Expected Result/Impact: Students will demonstrate increased ownership of their academic progress and will be able to articulate their mathematics growth goal, current performance, and specific skills they are working to improve.

Staff Responsible for Monitoring: Principal, Assistant Principals

Problem Statements: Student Achievement 1, 2, 3, 8

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

ESF Levers: 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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Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
2	Our students are underperforming in Reading, Mathematics, and Science.	Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

3

Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels.

Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.

8

PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD

New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.

Goal 7

The percent of students in third grade who score at the Meets level or above on STAAR Reading will increase from 49% to 60% by June 2027.

Performance Objective 1 High Priority HB3 Goal

By the end of Quarter 1, 100% of third-grade reading teachers will demonstrate implementation of HQIM through lesson internalization, grade-level rigor, appropriate pacing, purposeful student discourse, and opportunities for students to read, comprehend, discuss, and respond to grade-level text, as evidenced by weekly planning artifacts, classroom walkthroughs, and student work. BOY assessment data will be used to establish student baselines, identify specific skill gaps, and place students in targeted intervention or acceleration groups.

Evaluation Data Source: BOY MAP Reading data; mCLASS data as applicable; HQIM/curriculum-embedded assessments; DOLs; student writing and reading-response samples; WPM artifacts; lesson internalizations; classroom walkthrough data; WIN Time and small-group rosters.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Strengthen HQIM Implementation and Lesson Internalization:

Strategy's Expected Result/Impact: 100% of third-grade reading teachers will demonstrate consistent implementation of HQIM and stronger lesson preparation, resulting in increased student access to rigorous grade-level text, purposeful discourse, and standards-aligned reading and writing tasks.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, 3rd Grade Reading Teachers, Special Education/LATS Staff.

Problem Statements: Student Achievement 1, 2, 3, 8

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Establish Data-Driven Reading Groups

Strategy's Expected Result/Impact: 100% of students will receive instruction aligned to identified reading needs, resulting in targeted intervention for unfinished learning and acceleration for students approaching or exceeding grade-level expectations.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Student Achievement 1, 2, 3

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
2	Our students are underperforming in Reading, Mathematics, and Science.	Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.
3	Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels.	Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.
8	PK to second-grade students are underperforming in all academic subjects when compared to other students' growth in RISD	New teachers, DOI, and associate teachers lack the necessary experience to manage classrooms and deliver lessons to students.

Performance Objective 2 ☒ High Priority

By the end of Quarter 2, at least 55% of third-grade students will demonstrate progress toward Meets Grade Level performance on district/campus reading assessments, with students below grade level demonstrating measurable growth from their BOY baseline.

Evaluation Data Source: MOY MAP Reading data; mCLASS progress-monitoring data; district interim/benchmark assessments; curriculum assessments; DOL data; common formative assessments; constructed responses; student work; WIN Time progress-monitoring data; DDI action plans.

Strategy 1

✓ Targeted Support Strategy

✓ Additional Targeted Support Strategy

✓ Results Driven Accountability

Implement Reading DDI Cycles

Strategy's Expected Result/Impact: Teachers will respond quickly to identified learning gaps, and students will demonstrate increased mastery following targeted reteach and reassessment cycles.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Student Achievement 1, 2, 3

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2

✓ Targeted Support Strategy

✓ Additional Targeted Support Strategy

✓ Results Driven Accountability

Increase Student Discourse and Evidence-Based Responses

Strategy's Expected Result/Impact: Students will demonstrate increased comprehension, academic vocabulary, written response quality, and ability to justify thinking using textual evidence, supporting movement toward Meets Grade Level performance.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Student Achievement 1, 2, 3

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
2	Our students are underperforming in Reading, Mathematics, and Science.	Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.
3	Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels.	Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.

Performance Objective 3 ☒ High Priority ☒ HB3 Goal

By the end of Quarter 3, at least 60% of third-grade students will demonstrate projected performance at Meets Grade Level or Above on aligned interim/benchmark reading assessments, with targeted acceleration plans in place for students who have not yet demonstrated sufficient progress.

Evaluation Data Source: STAAR-aligned interim/benchmark data; MAP Reading growth/projection data; curriculum assessment data; TEKS mastery reports; constructed responses; DOLs; student work; DDI trackers; WIN Time progress-monitoring records; walkthrough data.

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy ☒ Results Driven Accountability

Provide TEKS-Specific Reading Acceleration

Strategy's Expected Result/Impact: At least 60% of students will demonstrate readiness for Meets Grade Level performance, while students below the target receive increasingly precise instruction based on identified standards and demonstrated needs.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Student Achievement 1, 2, 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2 ☒ **Targeted Support Strategy** ☒ **Additional Targeted Support Strategy**
☒ **Results Driven Accountability**

Conduct Individual Student Reading Data Conferences

Strategy's Expected Result/Impact: Students will demonstrate increased ownership of their reading growth and will be able to articulate their current performance, individual growth goal, strengths, and next steps.

Staff Responsible for Monitoring: Instructional Leadership Team

Problem Statements: Student Achievement 1, 2, 3

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Our students are underperforming in Reading, Mathematics, and Science.	Good first instruction in Tier 1, and targeted interventions for Tier 2 students are not implemented with the consistency, urgency, and purpose needed to close the achievement gap.
2	Our students are underperforming in Reading, Mathematics, and Science.	Our students are not establishing and tracking their individual growth goals consistently across classrooms and grade levels.

3

Our school's Relative Performance, when compared to schools with similar Economically Disadvantaged student populations, is performing below acceptable performance levels.

Many of our students are transient, are not consistently enrolled, are new to the country, or have other socio-economic factors that result in a poor academic foundation to be successful in STAAR tested grades.