

Richardson Independent School District



Big Springs Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Believing all students have unique and valuable talents, the Big Springs community will provide a positive and supportive educational environment to produce successful and responsible life-long learners.

Vision

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

Value Statement

Integrity

Inspiration

Inclusiveness

Innovation

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Comprehensive Needs Assessment

Demographics

Summary

Big Springs is composed of a diverse student population of approximately 403 PK-6 students. Our student groups are (in descending order) White (36%), Hispanic (27.3%), African American (18.6%), and Asian (11.7%). We have a small percentage (6%) of students who identify as Multiracial. Our Economically Disadvantaged numbers are approximately 42.2% of our enrollment. Our population tends to be more stable than mobile, serving children from families whose parents often attended Big Springs themselves. This gives our school a legacy of community involvement and connection over time that is enjoyed by our students and staff.

We serve 29.3% of our student body with Special Education services. 7.44% of our students receive 504 services. Our student population includes 22 or 5.64% gifted and talented learners.

We also have 15.1 % of our population served with ESL services.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students.	Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB
2★ Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments.	Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.
3★ Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions.	Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.
4★ 1 Problem Statement We have low parent engagement from parents in our centralized programs PASS and SDC.	Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

★ = Priority

Student Learning

Summary

30% of students at Big Springs Elementary achieved Masters level performance on STAAR, 57% achieved Meets level performance, and 78% achieved Approaches level performance in all subject areas.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Although Big Springs Elementary benefits from a stable, community-centered population and strong staff retention, achievement gaps remain among student groups. Students served by SPED, EcoDis, and EB populations demonstrate lower performance and slower growth on state and local assessments compared to their peers. Addressing these gaps is critical to ensuring growth for all students.	Instructional practices are not consistently differentiated to meet the needs of students requiring specialized or accelerated support. Teachers need additional training and support in using assessment data (MAP Growth, CIA, CFA, TELPAS, STAAR) to drive small group and individualized instruction. Misaligned interventions for SPED, ED, and EB
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★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Problem Statement There is a need to target specific high-priority learning standards in the areas of reading, writing, and math with a focus on learning progressions.

Root Cause Continued professional learning is needed to understand the vertical alignment of high-priority learning standards and learning progressions.

2
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3
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Root Cause The majority of the students in our PASS and SDC centralized program live outside of the Big Springs attendance zone.

4
★

Problem Statement There is a need to focus on high-quality Tier 1 math instruction as evidenced by both formative and summative assessments.

Root Cause Professional development is needed to unpack math standards, understand vertical alignment, and learn progressions.

★ = Priority



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: Standards data tracking sheet and Student Growth Goal progress data tracking sheet.

Strategy 1

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

Strategy's Expected Result/Impact: Increase student efficacy and ownership of their learning and goal setting.

Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, and Administrators

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

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Strategy 2

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

Strategy's Expected Result/Impact: Staff and campus will collect and monitor long term data of students to identify academic needs, interventions and extensions.

Staff Responsible for Monitoring: Campus administrators

Title I:

TEA Priorities: Build a foundation of reading and math

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

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Strategy 3

Utilize Schoology for students to set and track goals. Four artifacts added to the Schoology Portfolio - one per quarter. (All training provided by iTeam).

Strategy's Expected Result/Impact: Students will take greater ownership of their learning by setting, monitoring, and reflecting on academic goals and progress throughout the school year.

Staff Responsible for Monitoring: Teachers and administrators

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 High Priority

100% of staff will meet North Star Goal expectations

Evaluation Data Source: T-TESS evaluation, BOY and EOY conferences and professional goal setting.

Strategy 1

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

Strategy's Expected Result/Impact: Staff will demonstrate professional growth in district-identified T-TESS priority dimensions through intentional goal setting, reflection, and evidence of progress.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Utilize Schoology for teachers to set and track goals. Four artifacts added to the Schoology Portfolio - one per quarter (All training provided by iTeam).

Strategy's Expected Result/Impact: Teachers will demonstrate increased ownership of their professional growth by consistently setting, monitoring, and reflecting on goals through quarterly evidence of progress.

Staff Responsible for Monitoring: Administrators

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

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Strategy 3

Provide designated collaborative time during vertical team meeting 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: Staff will engage in consistent reflection and peer collaboration to monitor progress toward professional goals and strengthen evidence of professional growth.

Staff Responsible for Monitoring: Administrators

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

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Strategy 4

Provided dedicated collaborative and planning time for teachers once a month to internalize and plan tier 1 lessons along with intervention groups, analyze data and vertically plan.

Strategy's Expected Result/Impact: Teachers will have more robust tier 1 lessons and intervention group based on recent, relevant data.

Staff Responsible for Monitoring: Administrators

Title I: 2.5.2

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 High Priority

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

Evaluation Data Source: Campus wide system tracker

Strategy 1

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

- Campus wide positive feedback system (class boards and campus board)
- Individual student reach and respond each morning
- Common campus language around core values of safe, respectful and responsible
- Monthly campus skill building lessons
- Campus book vending machine as reward for positive office referrals.

Strategy's Expected Result/Impact: Students will demonstrate improved self-regulation and positive behavior through consistent campus-wide expectations, common language, relationship-building, and reinforcement of safe, respectful, and responsible behaviors.

Staff Responsible for Monitoring: Administrators, campus leadership team, teachers

Title I: 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Tier 2 students will receive timely, targeted, and research-based behavioral interventions, resulting in improved student behavior and reduced need for intensive behavioral support.

Staff Responsible for Monitoring: Administrators, campus leadership team

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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

Strategy's Expected Result/Impact: Students, staff, and families will demonstrate increased understanding and consistent application of respectful and civil communication expectations across the campus community.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 4 High Priority

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

Evaluation Data Source: Summative assessments (MAP and CIA tests)

Strategy 1

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

Strategy's Expected Result/Impact: Students identified as at-risk will receive timely, targeted supports aligned to their individual needs, resulting in improved academic achievement, engagement, and progress toward grade-level expectations.

Staff Responsible for Monitoring: Administrators, campus leadership team

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

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Strategy 2 Targeted Support Strategy

Identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district, and monitor progress in Branching Minds. This will include students of asian decent as to improve Domain 3 accountability.

Strategy's Expected Result/Impact: Students requiring accelerated learning or intensive intervention will receive targeted, high-quality instruction with consistent progress monitoring, resulting in increased academic growth and mastery of grade-level standards.

Staff Responsible for Monitoring: Administrators, campus leadership team, teachers

Title I: 2.5.2

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

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Strategy 3

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 in need of additional support will be identified early and consistently progress monitored, resulting in timely interventions and improved outcomes in attendance, behavior, and academic achievement.

Staff Responsible for Monitoring: Administrators, campus leadership team, teachers

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

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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: Counseling program implementation data, student behavior/discipline data, student attendance data, student and staff perception/survey data, character education lesson documentation, and MTSS/behavior intervention data.

Strategy 1

Ensure campus counselor implements direct student services as mandated by Texas Education Code.

Strategy's Expected Result/Impact: Students will have consistent access to mandated counseling services that support their academic, social-emotional, and behavioral development.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Students will develop and demonstrate positive character traits and responsible decision-making through consistent, campus-wide character education.

Staff Responsible for Monitoring: Administrator, counselor

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 6 High Priority

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

Evaluation Data Source: Student attendance data, nurse/clinic visit data, student wellness and perception survey data, counseling referral/service data, physical education and fitness data, and participation data from health and wellness initiatives.

Strategy 1

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

Strategy's Expected Result/Impact: Students will demonstrate increased knowledge and application of goal-setting, responsible decision-making, and peer refusal skills that support healthy, drug-free choices.

Staff Responsible for Monitoring: Administrators, counselor

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

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Strategy 2

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

Strategy's Expected Result/Impact: Sixth-grade students will demonstrate increased knowledge of the health risks associated with substance use and develop skills to make informed, healthy decisions and resist peer pressure.

Staff Responsible for Monitoring: Administrator, counselor

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

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Strategy 3

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

Strategy's Expected Result/Impact: Staff will demonstrate increased preparedness and confidence in responding effectively to campus emergencies through practice of established emergency response procedures.

Staff Responsible for Monitoring: Administrators, nurse

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

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Strategy 4

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

Strategy's Expected Result/Impact: The campus will strengthen its ability to identify, assess, and respond to potential threats through a trained, coordinated Threat Assessment Team and consistent implementation of required procedures.

Staff Responsible for Monitoring: Administrators

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

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Strategy 5

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

Strategy's Expected Result/Impact: Sixth-grade students will demonstrate increased awareness of warning signs and knowledge of how to seek appropriate help for themselves or a peer in need.

Staff Responsible for Monitoring: Administrators, counselor

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

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Strategy 6

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 DAEP and the home campus will receive consistent, individualized support, resulting in successful reintegration and a reduced risk of repeat disciplinary placements.

Staff Responsible for Monitoring: Administrators

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

Formative Reviews

Goal 2

Big Springs 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: Professional learning participation records, T-TESS goal-setting and end-of-year conference documentation, teacher professional portfolios/artifacts, walkthrough and observation data, teacher self-reflection data, and staff professional learning feedback surveys.

Strategy 1

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

Strategy's Expected Result/Impact: Teachers will demonstrate improved implementation of district instructional priorities through targeted professional learning, feedback, coaching, and reflection, resulting in stronger instructional practices and increased student growth.

Staff Responsible for Monitoring: Administrators

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

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Strategy 2

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

Strategy's Expected Result/Impact: Teachers will increase their understanding and consistent implementation of the Learner Growth Experience, resulting in more intentional instructional practices that support student growth.

Staff Responsible for Monitoring: Administrators

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

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Strategy 3

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

Strategy's Expected Result/Impact: Teachers will demonstrate increased understanding and consistent implementation of the Learner Growth Experience to strengthen instructional practices and support student growth.

Staff Responsible for Monitoring: Administrators

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

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Performance Objective 2 High Priority

Decrease staff turnover rates and retain high-performing educators

Evaluation Data Source: Staff retention and turnover data, resignation/exit data, staff climate and engagement survey results, T-TESS performance data, employee attendance data, and stay/exit interview feedback.

Strategy 1

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

Strategy's Expected Result/Impact: Campus leaders will use staff feedback to identify and address factors contributing to turnover, resulting in improved staff satisfaction, campus culture, and retention.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 2

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

Strategy's Expected Result/Impact: Staff will experience improved campus climate and support through targeted actions addressing identified areas of need, resulting in increased staff satisfaction and retention.

Staff Responsible for Monitoring: Administrators and campus leaders

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

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Performance Objective 3 High Priority

Develop and implement a performance management system on campus.

Evaluation Data Source: T-TESS observation and appraisal data, professional growth goals and evidence, walkthrough data, coaching and feedback documentation, staff performance improvement plans, and end-of-year performance review data.

Strategy 1

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

Strategy's Expected Result/Impact: Employees will demonstrate continuous growth and increased effectiveness through regular feedback, goal setting, and individualized support, resulting in improved performance and student outcomes.

Staff Responsible for Monitoring: Administrators

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

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Goal 3

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

Performance Objective 1 High Priority

Ensure high quality Tier 1 instruction in early childhood classrooms.

Evaluation Data Source: Early childhood students will receive consistent, high-quality Tier 1 instruction, resulting in increased readiness, engagement, and progress toward grade-level learning standards.

Strategy 1

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

Strategy's Expected Result/Impact: Pre-K students will receive targeted, differentiated instruction in small groups, resulting in increased student engagement, skill development, and progress toward kindergarten readiness.

Staff Responsible for Monitoring: Administrators, teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Campus will provide Pre-K teachers with targeted feedback, coaching, and instructional support to strengthen Tier 1 instruction and devlier 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 strengthen data-driven Tier 1 instructional practices, resulting in improved student performance and a 4% annual increase in end-of-year CLI Engage letter recognition and numeracy scores.

Staff Responsible for Monitoring: Administrators, teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

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

Strategy's Expected Result/Impact: PK-2 students will receive consistent, high-quality phonics instruction using HQIM, resulting in improved foundational literacy skills and increased reading proficiency.

Staff Responsible for Monitoring: Administrators, instructional coach, teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

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

Strategy's Expected Result/Impact: Students will demonstrate increased conceptual understanding of place value and improved automaticity with number identification, addition, and subtraction, resulting in stronger foundational numeracy skills.

Staff Responsible for Monitoring: Administrators, instructional coach, teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 2

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

Evaluation Data Source: STAAR and district assessment data disaggregated by student group, progress-monitoring data, IEP goal progress, TELPAS data, gifted and talented student performance data, MTSS/ Branching Minds data, and student growth/outcome target reports.

Strategy 1

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

needs).

Strategy's Expected Result/Impact: Emergent bilingual students will receive consistent, language-rich instruction and targeted interventions, resulting in increased English language proficiency and academic growth across content areas.

Staff Responsible for Monitoring: Administrators, LAT

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Campus administrators will monitor special education teacher 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 use data to plan instruction, document services, and monitor student progress, resulting in more targeted support and improved student outcomes.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

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

Strategy's Expected Result/Impact: Gifted and talented students will consistently engage in differentiated, rigorous learning experiences that promote appropriate academic challenge, deeper thinking, and continued academic growth.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Strategy 4

Implement hands on accommodations and strategies for students in special education to improve math proficiency.

Strategy's Expected Result/Impact: Students receiving special education services will demonstrate increased conceptual understanding and math proficiency through consistent use of hands-on accommodations and targeted instructional strategies.

Staff Responsible for Monitoring: Administrators, special education teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

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

Evaluation Data Source: Classroom walkthrough and observation data, T-TESS appraisal data, district and campus assessment results, student growth data, PLC/data meeting documentation, student work samples, and evidence of implementation of RISD Instructional Priorities and the learning framework.

Strategy 1

The percentage of students in third grade who score at the meets level or above on STAAR math will increase from 34% to 44% by utilizing professional learning communities, after school tutoring, extended planning times and Saturday School.

Strategy's Expected Result/Impact: Third-grade students will receive targeted, data-driven instruction and intervention, resulting in an increase in students achieving Meets Grade Level or above on STAAR Math from 34% to at least 44%.

Staff Responsible for Monitoring: Administrators

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

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Strategy 2

Implement High-Quality Instructional Materials (HQIM) in K-5, supported by continuous, differentiated training for all campus staff aligned to the Learner Framework by utilizing Professional Learning Communities, Data Driven Instruction and observation and feedback cycles.

Strategy's Expected Result/Impact: K-5 teachers will consistently implement HQIM aligned to the Learner Framework, resulting in stronger Tier 1 instruction, increased instructional consistency, and improved student academic growth.

Staff Responsible for Monitoring: Administrators, instructional coach

ESF Levers: 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.

Strategy's Expected Result/Impact: Teachers will demonstrate deeper understanding of standards and HQIM through consistent lesson internalization and collaborative planning, resulting in more intentional, standards-aligned Tier 1 instruction and improved student outcomes.

Staff Responsible for Monitoring: Administrators, instructional coach

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

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Strategy 4

Implement with fidelity the Data Driven Instruction (DDI) protocol and weekly data meetings, specifically as it related to priority areas: 3rd grade Math and reading

Strategy's Expected Result/Impact: Third-grade teachers will consistently use student data to identify learning gaps and adjust instruction, resulting in targeted support and improved student achievement in math and reading.

Staff Responsible for Monitoring: Administrators, instructional coach

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

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Strategy 5

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

Strategy's Expected Result/Impact: Campus leadership capacity will increase through targeted coaching and professional learning, resulting in stronger instructional leadership and more effective implementation of strategies aligned to identified campus needs.

Staff Responsible for Monitoring: Administrators

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

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Strategy 6

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

Strategy's Expected Result/Impact: Campus leaders will strengthen their ability to analyze accountability data and monitor student growth, resulting in more targeted instructional decisions and improved progress toward state accountability goals.

Staff Responsible for Monitoring: Administrators

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

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Performance Objective 4

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

Evaluation Data Source: Student achievement and growth data, classroom walkthrough and observation data, student engagement data, implementation evidence of the RISD Learner Framework, student and staff perception surveys, and student learning artifacts/work samples.

Strategy 1

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

Strategy's Expected Result/Impact: Teachers will purposefully integrate technology to enhance instruction and student learning, resulting in more meaningful, productive screen time and increased student engagement.

Staff Responsible for Monitoring: Administrators

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

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Strategy 2

Implement, enhance, and expand the RISD Learning Framework by designing meaningful learning experiences that provide all students opportunities to develop and demonstrate competencies aligned with the RISD Graduate Profile including but not limited to robotics club, Student Council and the 5th grade science field trip.

Strategy's Expected Result/Impact: Students will engage in meaningful learning experiences that strengthen and provide opportunities to demonstrate RISD Graduate Profile competencies, including collaboration, leadership, problem-solving, and critical thinking.

Staff Responsible for Monitoring: Administrators

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

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Strategy 3

Maintain a visible showcase of specialized academic programming during campus events, parent nights, and neighborhood tours to spotlight student outcome artifacts and support the district's "The ONE" initiative.

Strategy's Expected Result/Impact: Families and community members will gain increased awareness of specialized academic programming and student learning outcomes, strengthening engagement, campus pride, and connection to the district's "The ONE" initiative.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 5

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

Evaluation Data Source: Standardized assessments

Strategy 1

Expand student access to career inspiration, exploration, and discovery through meaningful real-world learning experiences and exposure to a variety of career paths including career exploration through Biztown for 100% of 5th grade students.

Strategy's Expected Result/Impact: Students will grow in knowledge of real world college and career opportunities.

Staff Responsible for Monitoring: Administrators

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

Formative Reviews

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Goal 4

We will create opportunities to ensure engagement with community members at Big Springs.

Performance Objective 1

Increases 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: Increase in business support at district and campus level.

Strategy 1

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

Strategy's Expected Result/Impact: Establish year long connection and relationship with specific business partner within our Big Springs community.

Staff Responsible for Monitoring: Administrator

Title I:

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

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Performance Objective 2

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

Evaluation Data Source: Contactability rate in ParentSquare

Strategy 1

Utilize ParentSquare to publish and distribute a campus newsletter to all families every week through 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: Parents will have communication and campus information in a timely and consistent manner.

Staff Responsible for Monitoring: Administrators and teachers

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

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Strategy 2

Telling Big Spring's story: Increase engagement with parents and the community through the use of 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: Strong sense of parent and community understanding and ownership of our neighborhood school.

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

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

Evaluation Data Source: EOY parent climate survey

Strategy 1

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

Strategy's Expected Result/Impact: Strengthen home school connection.

Staff Responsible for Monitoring: Administrators and teachers

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

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Goal 5

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

Performance Objective 1

Ensure operations are conducted in a financially efficient and effective manner

Evaluation Data Source:

Campus budget reports, expenditure records, purchasing documentation, and end-of-year budget reconciliation.

Strategy 1

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

Strategy's Expected Result/Impact: Staff will consistently follow district procedures for collecting and handling money and ordering/receiving goods, resulting in accurate financial records, timely processing, and increased compliance with district financial procedures.

Staff Responsible for Monitoring: Front office staff, teachers, and administrators

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

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Strategy 2

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

Strategy's Expected Result/Impact: Improved energy efficiency across the campus through consistent implementation of district energy-saving practices, resulting in reduced unnecessary energy use and responsible use of district resources.

Staff Responsible for Monitoring: Administration

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

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Performance Objective 2

Provide a safe, comfortable, and well-maintained environment on campus

Evaluation Data Source: Facility inspection reports, maintenance work orders, safety audit results, custodial checklists, and staff feedback regarding campus facilities and learning environments.

Strategy 1

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

Strategy's Expected Result/Impact: Campus procedures will align with SB 12 requirements, with staff consistently following established protocols for required parent notification, consent, and access to information.

Staff Responsible for Monitoring: Administrators

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

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Strategy 2

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

Strategy's Expected Result/Impact: Students and staff will demonstrate understanding of SRP procedures and respond safely, efficiently, and appropriately during emergency drills and situations.

Staff Responsible for Monitoring: Administrators, teachers

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

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Strategy 3

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

Strategy's Expected Result/Impact: Students and staff will demonstrate increased familiarity and confidence with campus safety procedures through regular review and practice of emergency response protocols throughout the school year.

Staff Responsible for Monitoring: Administrators, teachers

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

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