

Richardson Independent School District



Bowie Elementary

2026-2027 Campus Improvement Plan

Mission Statement

To cultivate learning environment where every student, teacher, and leader meets and/or exceeds their academic growth goals.

Vision

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

Value Statement

Beliefs:

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

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

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

Table of Contents

Goals	4
Goal 1 : We will design and implement systems that provide the necessary structur...	5
Goal 2 : RISD will reimagine the way we recruit and retain quality staff through com...	15
Goal 3 : We will establish systems for curriculum and learning experiences which s...	18
Goal 4 : We will create opportunities to ensure engagement with community memb...	25
Goal 5 : We will increase efficiency and effectiveness in operations and personnel ...	28



Goals

Goal 1

We will design and implement systems that provide the necessary structure, support and tools to ensure that staff and students achieve individual growth.

Performance Objective 1

100% of students will meet North Star Goal expectations.

Evaluation Data Source: Student achievement data

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: Students will be able to track their academic and life ready growth throughout the year.

Staff Responsible for Monitoring: Classroom teachers
Campus Administration

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: By implementing this strategy, we will increase the percentage of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics and teachers will have timely and individual student data to use when planning instruction.

Staff Responsible for Monitoring: All teaching staff
Campus Administration

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3

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

Strategy's Expected Result/Impact: Students will be able to track their academic and professional growth throughout the year.

Staff Responsible for Monitoring: Administration
Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 2

100% of staff will meet North Star Goal expectations

Evaluation Data Source: T-TESS evaluations

Strategy 1

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

Strategy's Expected Result/Impact: Staff will be able to track their academic and professional growth throughout the year.

Staff Responsible for Monitoring: All T-TESS evaluated staff members.
Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

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

Strategy's Expected Result/Impact: Staff will be able to track their academic and professional growth throughout the year.

Staff Responsible for Monitoring: All professional staff

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

NovemberJanuaryMarchJune

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: Staff will be able to track their academic and professional growth throughout the year.

Staff Responsible for Monitoring: all professional staff
Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

NovemberJanuaryMarchJune

Strategy 4

Implement a system to increase the daily attendance rate

Strategy's Expected Result/Impact: By implementing this strategy, we will increase the daily attendance rate from 96.58% to 97.08%

Staff Responsible for Monitoring: Campus Administration
Student Data Specialist
All staff

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November	January	March	June
----------	---------	-------	------

Performance Objective 3

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

Evaluation Data Source: Student achievement data

Strategy 1

Implementation of the Capturing Kids Heart (CKH) tiered discipline process, specifically utilization of the CKH discipline ladder for teachers and administrators.

Strategy's Expected Result/Impact: By implementing this strategy, teachers and students will feel confidence and ownership in their positive classroom experience. Reduced discipline referrals.

Staff Responsible for Monitoring: All teachers and staff
Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November	January	March	June
----------	---------	-------	------

Strategy 2

Implementation of Capturing Kids Hearts (CKH) with campus wide fidelity, specifically focusing on empowerment for self managing classrooms using the social contract.

Strategy's Expected Result/Impact: By implementing this strategy, teachers and students will feel confidence and ownership in their positive classroom experience. Decrease of discipline referrals.

Staff Responsible for Monitoring: All teachers and staff
Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Strategy 3

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: Decrease in office referrals

Staff Responsible for Monitoring: All teaching staff
Campus Administration
General education behavior specialist

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Strategy 4

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

Strategy's Expected Result/Impact: Positive school culture as observed in climate surveys.

Staff Responsible for Monitoring: All professional staff
Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 4

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

Evaluation Data Source: Student achievement data

Strategy 1

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

Strategy's Expected Result/Impact: Improved student achievement data on assessments

Staff Responsible for Monitoring: All professional staff
Campus administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

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

Strategy's Expected Result/Impact: Improved student achievement on state and district assessments

Staff Responsible for Monitoring: All professional staff
Campus administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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: Improved student achievement data on state and district assessments

Staff Responsible for Monitoring: All staff and Campus administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Performance Objective 5

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

Evaluation Data Source: Reduced number of bullying incidents and discipline referrals and Suicidal Ideations

Strategy 1

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

Strategy's Expected Result/Impact: Improved campus culture

Staff Responsible for Monitoring: Counselors & Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Improved campus culture

Staff Responsible for Monitoring: Counselors & Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November	January	March	June
----------	---------	-------	------

Strategy 3

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

Strategy's Expected Result/Impact: Improved student knowledge of skills included in the curriculum

Staff Responsible for Monitoring: Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June
----------	---------	-------	------

Performance Objective 6

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

Evaluation Data Source: Student survey data - TIA

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: Improved student knowledge of skills included in the curriculum

Staff Responsible for Monitoring: Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November **January** **March** **June**

Strategy 2

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

Strategy's Expected Result/Impact: Improved student knowledge of skills included in the curriculum

Staff Responsible for Monitoring: Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November **January** **March** **June**

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: Increased preparedness in the event of a cardiac event on campus

Staff Responsible for Monitoring: Nurse, Campus Administrators, Emergency Response Team

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November **January** **March** **June**

Strategy 4

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

Strategy's Expected Result/Impact: Increased preparedness in the event of a threat.

Staff Responsible for Monitoring: Admin, Counselors, CSO

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Strategy 5

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: Improved student knowledge of skills included in the curriculum

Staff Responsible for Monitoring: Counselors

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

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: Decreased repeated DAEP referrals

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Goal 2

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

Performance Objective 1

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

Evaluation Data Source: T-TESS evaluations and walk-through data

Strategy 1

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

Strategy's Expected Result/Impact: Increased teacher evaluations and student growth

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Increased teacher evaluations and student growth

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: Employee retention data, benchmark salary data, documented salary and benefits provided to employees

Strategy 1

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

Strategy's Expected Result/Impact: Lower teacher turnover

Staff Responsible for Monitoring: Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

NovemberJanuaryMarchJune

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: lower teacher turnover

Staff Responsible for Monitoring: Campus administration, counselors, instructional leadership team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: T-TESS evaluations and walk-through 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: increased teacher growth and student achievement

Staff Responsible for Monitoring: Campus administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Formative Reviews

November	January	March	June
----------	---------	-------	------

Goal 3

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

Performance Objective 1

Ensure high quality Tier 1 instruction in early childhood classrooms.

Evaluation Data Source: Circle Assessment data; T-TESS evaluations

Strategy 1

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

Strategy's Expected Result/Impact: Improved student achievement data

Staff Responsible for Monitoring: Pre-K teachers and Campus administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Improved student and teacher performance

Staff Responsible for Monitoring: Pre-K teachers and Campus administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Formative Reviews

November

January

March

June

Strategy 3

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

Strategy's Expected Result/Impact: Increased student achievement data

Staff Responsible for Monitoring: PK-2nd grade teachers and Campus administration

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

Formative Reviews

November

January

March

June

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: improved student achievement data on state and district assessments

Staff Responsible for Monitoring: all campus staff & Campus administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

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: accountability data

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: By implementing this strategy teachers will grow in best practices for making learning comprehensible to all students.

Staff Responsible for Monitoring: All teaching staff
Linguistic Acquisition Teacher
Campus administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: ensure compliance of IEP implementation

Staff Responsible for Monitoring: SPED teachers and Campus administration

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

Formative Reviews

November

January

March

June

Strategy 3

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

Strategy's Expected Result/Impact: continued growth for our high achieving students

Staff Responsible for Monitoring: all professional staff
Campus administration
gifted and talented teacher

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

NovemberJanuaryMarchJune

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: accountability data, T-TESS evaluations

Strategy 1

Improve STAAR performance among 3rd grade students by increasing the percentage achieving Meets levels in Reading and Math.

Strategy's Expected Result/Impact: Increase to 73% at the Meets Level for Math and 73% at the Meets Level for Reading.

Staff Responsible for Monitoring: all teaching staff
Campus administration

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

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 4

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

Strategy 1

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

Strategy's Expected Result/Impact: Reduced amount of passive screen time use

Staff Responsible for Monitoring: all teaching staff
Campus administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Increased student achievement scores and increase student survey culture results

Staff Responsible for Monitoring: all campus staff
Campus administration

TEA Priorities: Connect high school to career and college

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

Formative Reviews

November

January

March

June

Strategy 3

Maintain a visible showcase of specialized academic programming during campus events (classroom close-up night, multi-cultural night, family movie night, etc.), parent nights (Emergent Bilingual parent night), and neighborhood tours to spotlight student outcome artifacts and support the district's "The ONE" initiative.

Strategy's Expected Result/Impact: Increased attendance and culture survey results

Staff Responsible for Monitoring: all campus staff
Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Performance Objective 5

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

Strategy 1

Expand student access to career inspiration, exploration, and discovery through meaningful real-world learning experiences and exposure to a variety of career pathways. i.e. Career Exploration through Biztown for 100% of 5th grade; Career Day

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus administration, 5th grade teachers, counselors

TEA Priorities: Connect high school to career and college

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

Formative Reviews

November

January

March

June

Performance Objective 6

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

Strategy 1

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

Strategy's Expected Result/Impact: Increased teacher performance via T-TESS data

Staff Responsible for Monitoring: Campus administration

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

Formative Reviews

November

January

March

June

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 culture survey data

Strategy 1

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

Strategy's Expected Result/Impact: Increased community partnerships

Staff Responsible for Monitoring: Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Performance Objective 2

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

Strategy 1

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

Strategy's Expected Result/Impact: Increased family partnerships; improved parent survey data

Staff Responsible for Monitoring: Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November January March June

Strategy 2

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

Strategy's Expected Result/Impact: Improved community and family partnerships

Staff Responsible for Monitoring: all campus staff
Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November January March June

Performance Objective 3

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

Evaluation Data Source: end of year parent survey data

Strategy 1

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

Strategy's Expected Result/Impact: Increased student achievement and parent awareness of student goals

Staff Responsible for Monitoring: all professional staff
Campus administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

November

January

March

June

Goal 5

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

Performance Objective 1

Ensure operations are conducted in a financially efficient and effective manner.

Evaluation Data Source: District survey data

Strategy 1

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

Strategy's Expected Result/Impact: Decrease of money handling incidents

Staff Responsible for Monitoring: all professional staff
Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: decreased excess energy use

Staff Responsible for Monitoring: all campus staff
Campus administration

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

Formative Reviews

November

January

March

June

Performance Objective 2

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

Strategy 1

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

Strategy's Expected Result/Impact: Parents know their rights.

Staff Responsible for Monitoring: all campus staff
Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: All staff and students understand how to act in the event of an emergency event.

Staff Responsible for Monitoring: all campus staff
Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Strategy 3

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

Strategy's Expected Result/Impact: All staff and students understand how to act in the event of an emergency event.

Staff Responsible for Monitoring: all campus staff
Campus administration

TEA Priorities: Recruit, support, retain teachers and principals			
ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership			
Formative Reviews			
November	January	March	June

Performance Objective 3

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

Evaluation Data Source: District climate survey

Strategy 1

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

Strategy's Expected Result/Impact: Students know and understand RUGs and follow the expectations

Staff Responsible for Monitoring: all campus staff
Campus administration

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

Formative Reviews

November	January	March	June
-----------------	----------------	--------------	-------------

Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: district survey data

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: Upgrades implemented and followed.

Staff Responsible for Monitoring: all campus staff
Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June