

Richardson Independent School District



Brentfield Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Through ongoing collaboration and connection, Brentfield Elementary commits to develop all students socially, emotionally, and academically in order to reach their greatest potential.

Vision

As team Brentfield, we will connect through kindness and commit to continuous growth.

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

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Goals

Goal 1

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

Performance Objective 1

100% of students will meet North Star Goal expectations.

Evaluation Data Source: Student portfolios in Schoology and Seesaw, MAP data, teacher and student surveys

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: All students will have 2 goals that are meaningful and related to their academic and life ready skills. Four artifacts will be added to student portfolios, one per quarter. Teachers will conduct one-on-one goal setting meeting with each student; students will know and be able to articulate their goal.

Staff Responsible for Monitoring: Teachers, Admin

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Strategy 2

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

Strategy's Expected Result/Impact: 95% or greater of all students will take BOY, MOY, and EOY MAP in RLA and Math. Student growth can be tracked through MAP

Staff Responsible for Monitoring: Administrators and Teachers

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 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: All students in grades 3-6 will have a Schoology portfolio that houses 4 artifacts for their goal as evidence of learning. Students regularly monitor, reflect upon, and take ownership of their academic progress

Staff Responsible for Monitoring: Teachers, Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

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

Evaluation Data Source: Discipline data
Attendance data
Student Performance

Strategy 1

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan grounded in our 3 core values- safe, respectful, and responsible. Apply these expectations across all common areas paired with proactive modeling, positive reinforcement, and use of common language.

Strategy's Expected Result/Impact: All students will know and understand the behavior expectations and consistent protocols will be used across the building when expectations are not met.

Staff Responsible for Monitoring: Administrators

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

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Strategy 2

Establish bi-weekly MTSS meetings to review behavior data, identify trends and student needs,

and collaboratively implement, monitor, and adjust targeted interventions and supports to ensure consistent implementation of the campus-wide Tier I behavior expectations and discipline management plan.

Strategy's Expected Result/Impact: Improved student behavior, increased staff consistency in responding to behavior, and a reduction in repeated behavior incidents and office referrals. Weekly MTSS data reviews will ensure students receive timely, targeted supports based on identified needs.

Staff Responsible for Monitoring: Administrators, teachers, MTSS team

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

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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: Students receiving Tier 2 behavior support will demonstrate improved behavioral outcomes through timely, consistent, and research-based interventions, resulting in increased student engagement and reduced repeated behavior incidents.

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

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Strategy 4

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

Strategy's Expected Result/Impact: Increased awareness and understanding of the Code of Civility will promote consistent expectations for respectful behavior among students, staff, and families, resulting in a more positive, respectful, and supportive campus culture.

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 5

Implement a system to increase Brentfield's daily attendance rate to 97.05%.

Strategy's Expected Result/Impact: By implementing this strategy, we will increase the daily attendance rate 96.55% from to 97.05%

Staff Responsible for Monitoring: Administrators, SDS, All Staff

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 3

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

Evaluation Data Source: Student performance data
STAAR/EOC
MAP

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: Students identified as at-risk will receive timely, targeted, and consistent academic supports aligned to their individual needs, resulting in increased student achievement, improved engagement and attendance, and reduced achievement gaps among identified student groups.

Staff Responsible for Monitoring: Administrators, counselors, SDS

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

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Strategy 2

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

Strategy's Expected Result/Impact: Students identified as Tier 3 or needing accelerated learning or intensive intervention will receive timely and targeted instruction. Utilize HQIM materials to deliver evidence-based interventions, tracking growth, fidelity, and goal progress within Branching Minds.

Staff Responsible for Monitoring: Administrators, teachers

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 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 attendance, behavior, academic performance, and course completion through timely, targeted interventions and consistent progress monitoring.

Staff Responsible for Monitoring: Administrators, MTSS team

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

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

Strategy 1

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

Strategy's Expected Result/Impact: Increased access to required counseling services, resulting in improved student social-emotional development, well-being, and readiness to learn. Student participation in guidance lessons.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: All Project Wisdom lessons will be taught to students in PK-6.

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

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

Strategy's Expected Result/Impact: All Safer Minds, Safer Schools training will be administered increasing staff understanding of student wellness.

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5

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

Strategy 1

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

Strategy's Expected Result/Impact: Increased knowledge of the effects of drugs and alcohol to 4th and 5th grade students.

Staff Responsible for Monitoring: Counselors/Administrators

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: All 6th grade students will receive the Catch My Breath and Stanford REACH Labs.

Staff Responsible for Monitoring: Counselors/Administrators

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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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: ERT will conducts required drills in February ensuring proper protocol is acted on in the case of an emergency.

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 Code 37.115.

Strategy's Expected Result/Impact: A trained Campus Threat Assessment Team will consistently identify, assess, and respond to potential threats, promoting student safety and a secure campus environment.

Staff Responsible for Monitoring: Administrators, Campus Security Officer

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

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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:

Increased student awareness of suicide warning signs and help-seeking behaviors, resulting in students being better equipped to recognize concerns and connect themselves or peers with appropriate support.

Staff Responsible for Monitoring: Counselors/Administrators

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

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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: Improved transitions and reduced recidivism through consistent case management, targeted supports, and wraparound services for students returning from DAEP.

Staff Responsible for Monitoring: Administrators

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

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Performance Objective 6

100% of staff will meet North Star Goal expectations.

Strategy 1

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

Strategy's Expected Result/Impact: Increased teacher reflection and professional growth through focused TTESS goals, ongoing evidence collection, and meaningful progress monitoring throughout the year.

Staff Responsible for Monitoring: Administrators

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

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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: Increased consistency in goal-setting and progress monitoring through quarterly artifacts and effective use of Schoology portfolios.

Staff Responsible for Monitoring: Administrators

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

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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: Increased staff reflection and professional growth through dedicated collaboration time, regular portfolio updates, and analysis of peer evidence to monitor goal attainment. Provide dedicated collaborative time during vertical team meetings

Staff Responsible for Monitoring: Administrators

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

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Goal 2

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

Performance Objective 1

- RISD will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact on the training on the North Star Goal.
- Evaluation Data Source:** Professional Learning Feedback & Exit Surveys: Participant reaction and growth feedback surveys collected immediately following professional development sessions.
- North Star Goal Impact & Application Artifacts: Mid-year and end-of-year follow-up survey data measuring how participants applied learning toward district North Star Goal metrics.
- Professional Development Attendance & Completion Logs: System management records tracking participation rates across aligned learning pathways.
- Instructional Coaching & Observation Data: Campus walk-through logs, coaching cycle notes, and evaluation rubrics measuring classroom implementation of professional learning.
- Student Growth & Performance Data: Assessment and progress-monitoring data tied directly to the instructional outcomes emphasized in professional learning opportunities.

Strategy 1

- Campus leaders will provide ongoing job-embedded professional learning aligned to district priorities and use teacher feedback, coaching cycles, and learning walks to monitor implementation and evaluate the impact on instructional practices and student growth.
- Strategy's Expected Result/Impact:** Increased instructional effectiveness and teacher growth through ongoing professional learning, collaborative feedback, and job-embedded support that strengthens instructional practices and student outcomes. Provide professional learning that is aligned to teacher goals.
- Staff Responsible for Monitoring:** Administrators
- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building
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Strategy 2

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

Strategy's Expected Result/Impact: Increased Ttess ratings

Staff Responsible for Monitoring: All staff

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

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Performance Objective 2

RISD will maintain or decrease the current turnover rate and expand the highly qualified applicant pool through the implementation of a comprehensive recruitment and enhanced mentoring plan.

Evaluation Data Source: Staff Retention & Turnover Reports: Annual district and campus staff turnover/retention rate reports (disaggregated by campus, teaching experience level, and content area).

HR Applicant Tracking System Data: Applicant pool metrics, including total number of applicants, qualified applicants per posting, and time-to-fill vacancies.

Exit & Stay Interview Data: Annual summaries, themes, and trend analysis from Exit and Stay Interviews.

Mentoring Program Logs & Feedback: Mentor/mentee meeting logs, coaching cycle tracking data, and participant growth surveys.

Employee Climate & Culture Survey: Annual district climate survey results regarding staff satisfaction, administrative support, and intent to stay.

Teacher Certification & Placement Records: SBEC/TEA certification compliance data, including the reduction in uncertified or Associate/DOI placements.

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: The campus will experience low teacher and staff turn over and improve school culture as evidenced by survey feedback.

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Improved survey scores at the end of the year for low-scoring areas.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

Develop and implement a performance management system for all employee groups to ensure high quality staff to reach identified outcomes.

Evaluation Data Source: Supervisor Calibration & Training Data: Attendance, completion records, and assessment/calibration check results from supervisor performance management training.

Employee Evaluation & Growth Rubric Data: Aggregated evaluation results, rating distributions, and documented growth goal achievement by employee classification.

Employee Feedback & System Perception Surveys: Survey data from supervisors and staff evaluating the clarity, fairness, and effectiveness of the performance management framework.

Retention & HR Action Tracking Records: Data on personnel retention rates, teacher development plans/growth plans, and career progression/promotional pathways.

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: Staff will demonstrate improved effectiveness through ongoing feedback and individualized support, resulting in stronger instructional practices and improved student outcomes.

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

Ensure high quality Tier 1 instruction in early childhood classrooms.

Evaluation Data Source: Circle
MAP

Strategy 1

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

Strategy's Expected Result/Impact: Teachers will consistently deliver high-quality, targeted small-group instruction that strengthens Pre-K students' foundational skills and accelerates learning outcomes. Daily differentiated instruction ensures Pre-K students master foundational skills before entering Kindergarten.

Staff Responsible for Monitoring: Administrators

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 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 consistently implement high-quality, data-driven Tier 1 instruction and small-group learning routines. Instructional teams will utilize PLCs to analyze CLI Engage progress monitoring data, adjust core classroom instruction, and target specific skill deficits through flexible, small-group instruction.

Staff Responsible for Monitoring: Administrators and PreK Team

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, 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-2nd) classrooms using HQIM.

Strategy's Expected Result/Impact: Foundational reading skills will improve across PK-2nd grade classrooms.

Staff Responsible for Monitoring: Administrators, PK-2 teachers

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, 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: Student understanding of place value and skills for numerical foundations will increase. K-2 place value and basic operations creates a smooth transition to multi-digit operations, regrouping, and word problem solving in 3rd grade and beyond.

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

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Performance Objective 2

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

Strategy 1

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

Strategy's Expected Result/Impact: Grades K-6 ELL students will show increased language proficiency and academic growth as teachers consistently use ELlevation strategies, LAT support, and intervention data to monitor and adapt instruction.

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

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: Consistent administrative monitoring of the Data Dashboard will drive 100% compliance in special education service logging and lesson documentation, enabling quarterly data reviews to deliver targeted coaching, training, and timely instructional support for students.

Staff Responsible for Monitoring: Administrators, SPED teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, 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 (GT) students will demonstrate advanced academic growth and mastery. Cluster grouping and structured extensions in class ensure GT students receive consistent, daily differentiation rather than "more of the same" work.

Staff Responsible for Monitoring: Administrators, ALT

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

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Strategy 4

Include campus strategies to address SPED accountability targets.

Strategy's Expected Result/Impact: Case managers track student mastery toward IEP goals, ensure students routinely utilize designated supports during daily instruction and assessments, routine collaboration between special ed and general ed teachers to guarantee consistent, compliant accommodation delivery.

Staff Responsible for Monitoring: Administration, Teachers

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 3

Continue to refine and enhance Tier I instruction in support of learning framework and the RISD instructional priorities.

Evaluation Data Source: State Assessment
Walk Thru forms
CIA data

Strategy 1

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

(2026-2027 RLA goal= 95 %) and Math (2026- 2027 goal= 95%) per BOT goals.

At Brentfield, we will use data dashboard to track and monitor student growth and achievement to drive instruction and reach STAAR goals.

Strategy's Expected Result/Impact: 3rd grade STAAR math will reach 86% and reading will reach 73% Meets grade level in 2027.

Staff Responsible for Monitoring: Administrators

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

Implement HQIM in K-5 and Grades 6-Algebra I mathematics, supported by continuous, differentiated training for all campus staff aligned to the Learner Framework. Brentfieldd will utilize the Richardson ISD math curriculum as well as well as Savaas for 6th grade.

Strategy's Expected Result/Impact: K-Algebra I math teachers will effectively deliver TEKS-aligned High-Quality Instructional Materials (HQIM), resulting in increased student math proficiency and consistent classroom application of the Learner Framework across all grade levels.

Staff Responsible for Monitoring: Administrators

ESF Levers: 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 routinely deliver tightly aligned, TEKS-focused instruction--leading to increased student mastery--as a result of consistently engaging in PLCs to unpack standards, internalize HQIM lessons, and utilize district planning protocols before teaching.

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 4

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

Strategy's Expected Result/Impact: Grade 3 Math and Reading teachers will consistently deliver targeted, real-time interventions and reteach lessons, driving measurable growth, by implementing the DDI protocols.

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 5

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

Strategy's Expected Result/Impact: Campus principals will enhance their instructional leadership capacity, leading to improved teacher practice and campus-wide achievement, by applying targeted LIFT grant coaching and training directly to priority campus needs.

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: State accountability standards will be met and drive measurable student growth as a direct result of making data informed decisions from the Accountability Data Leadership Series to track performance and refine instructional practices.

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: Increased student enrollment

Increased engaging experiences

Increased neighborhood community engagement

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: Teachers will purposefully integrate digital technology into daily Tier 1 instruction to elevate cognitive engagement, active learning, and productive screen time. The iTeam and campus technology team will deliver job-embedded professional learning utilizing the Tech by Design framework

Staff Responsible for Monitoring: Administrators

ESF Levers: 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. Brentfield will implement Tech Team PD sessions at faculty meetings throughout the year to provide training on effective technology integration.

Strategy's Expected Result/Impact: Students will develop and demonstrate key RISD Graduate Profile competencies through engaging, real-world learning experiences, resulting in measurable growth on framework-aligned activities connected to the RISD Learner Framework.

Staff Responsible for Monitoring: Administrators

ESF Levers: 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. Brentfield will utilize the glass display cases to highlight BFE opportunities and events.

Strategy's Expected Result/Impact: Increased community awareness of specialized programs by providing a consistent display during campus events, parent nights, and neighborhood tours in alignment with "The ONE" initiative.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 5

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

Evaluation Data Source: CCMR rate

Strategy 1

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

Strategy's Expected Result/Impact: All 5th grade students will have an opportunity to participate in BizTown and all students will experience career day in the spring to be exposed to and experience a variety of career pathways.

Staff Responsible for Monitoring: Administrators, counselors, 5th grade teachers

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

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Goal 4 We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1

Increase business and industry partnerships by 25% to support district's North Star Goal and provide additional opportunities and experiences for students and staff.

Evaluation Data Source:

Schedule of hosted district and campus events that support Community and business/organization engagement, event evaluations, and district partner 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: Strengthens ties between the school and local community, securing connection and resources.

Staff Responsible for Monitoring: Administrators

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Performance Objective 2

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

Evaluation Data Source: ParentSquare reports and data analytics

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: The bobcat buzz will be delivered via Parent Square on Friday afternoons to all Brentfield Families.

Staff Responsible for Monitoring: Administrators

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

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Strategy 2

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

Strategy's Expected Result/Impact: Increased parent and community engagement by consistently sharing the campus story through district communication tools and community partnerships.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, 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: Completion of campus Growth Goal camps, implementation and evaluation of district and campus communication plan. Parent Survey Feedback.

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: Brentfield teachers will set goals with individual students that are tracked and communicated to parents through their yellow folders and Seesaw or schoology as well as deliver pertinent goal information to parents via grade level newsletters.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Goal 5

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

Performance Objective 1

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

Strategy 1

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

Strategy's Expected Result/Impact: Ensure staff consistently follow proper money-handling and purchasing procedures.

Staff Responsible for Monitoring: Administrators

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: Improve building energy efficiency and reduce energy costs.

Staff Responsible for Monitoring: Administrators, Executive Assistant

Formative Reviews

November

January

March

June

Performance Objective 2

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

Evaluation Data Source: Stakeholder feedback
Audit and assessment results
Campus walk though feedback
Transportation Department data

Strategy 1

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

Strategy's Expected Result/Impact: Brentfield will be in compliance of Texas SB12.

Staff Responsible for Monitoring: Adminsitrators

Formative Reviews

NovemberJanuaryMarchJune

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: Everyone on campus will know and understand all emergency situation protocols.

Staff Responsible for Monitoring: Administrators

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

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3

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

Strategy's Expected Result/Impact: IKWTDDs will be implemented four times this school year.

Staff Responsible for Monitoring: Administrators

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

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 3

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

Evaluation Data Source: Expect a 95% or better positive response on the 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: Ensure accurate device tracking, student digital citizenship compliance, and efficient technology support.

Staff Responsible for Monitoring: Administrators

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

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 4

Implement Bond 2025.

Strategy 1

Coordinate alongside district operations and facility management to ensure smooth execution of scheduled campus physical upgrades, technology updates, or resource installations associated with Bond 2025 timelines.

Strategy's Expected Result/Impact: Ensure timely and effective implementation of Bond 2025 campus upgrades and installations.

Staff Responsible for Monitoring: Administrators

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

Formative Reviews

November

January

March

June