

Richardson Independent School District

CMLC

2026-2027 Campus Improvement Plan

Mission Statement

CMLC is committed to providing an instructional environment that encourages appropriate behavior, fosters positive socialization, and facilitates academic excellence.

Vision

Where all students learn, grow, and succeed.

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

Focus

Students are the primary focus of the RISD staff, and staff is the primary focus of the administration

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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.

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: 1. 100% of students establish a measurable academic growth goal based on student achievement data and a Graduate Profile (Life Ready) goal.
2. Students regularly monitor and reflect on their progress toward both goals throughout the school year.
3. Students demonstrate increased ownership of their learning through goal setting, self-assessment, and progress monitoring.
4. Increased student engagement, accountability, and development of skills aligned to the Graduate Profile.

Staff Responsible for Monitoring: Administrators, Teachers, Parents, and Students

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

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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: 1. Accurate and reliable student achievement and growth data are collected for instructional decision-making.
2. Teachers use assessment results to identify learning gaps, strengths, and instructional priorities.
3. Student growth is monitored throughout the school year, allowing for timely interventions and enrichment opportunities.
4. Increased alignment of instruction with student needs, resulting in improved academic growth and achievement in 5. Reading and Mathematics.

Staff Responsible for Monitoring: Administrators and Teachers

TEA Priorities: Build a foundation of reading and math

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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: 1. 100% of students upload four portfolio artifacts to Schoology, with one artifact submitted each quarter as evidence of progress toward their goals.
2. Teachers regularly review portfolio submissions and provide feedback to support student growth and goal attainment.
3. Students demonstrate increased ownership, accountability, and self-reflection related to both academic achievement and life-ready competencies.

Staff Responsible for Monitoring: Administrators, Teachers, Parents, and Students

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Performance Objective 2

100% of staff will meet North Star Goal expectations

Strategy 1

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

Strategy's Expected Result/Impact: 1. 100% of staff establish a professional growth goal aligned to district-identified priority T-TESS dimensions.
2. Staff engage in ongoing reflection, learning, and implementation of strategies aligned to their selected growth areas.
3. Staff collect and maintain evidence demonstrating progress toward their professional growth goals throughout the year.
4. 100% of staff submit evidence of progress during middle-of-year and end-of-year conferences.
5. Increased alignment between individual professional growth goals and campus/district improvement priorities.
6. Improved instructional effectiveness and student outcomes through targeted professional learning and application of best practices.
7. Staff demonstrate increased proficiency in the identified T-TESS dimensions by the end of the evaluation cycle.

Staff Responsible for Monitoring: Administrators and Teachers

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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: 1. Teachers use Schoology to monitor progress, reflect on professional practice, and document growth throughout the year.
2. 100% of teachers upload four portfolio artifacts, with one artifact submitted each quarter, demonstrating progress toward their professional growth goals.
3. Teachers engage in continuous reflection and evidence collection related to instructional practices and professional learning.
4. Campus leaders and instructional coaches utilize portfolio evidence to provide timely feedback and support.

Staff Responsible for Monitoring: Administrators and Teachers

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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: 1. Staff regularly update their Schoology portfolios with evidence aligned to their professional growth goals and district-priority T-TESS dimensions.
2. Vertical team discussions foster alignment of instructional practices and professional growth across grade levels and departments.

Staff Responsible for Monitoring: Administrators and Teachers

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Performance Objective 3

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

Strategy 1

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

* Add strategy(s) on what this will look like.

Strategy's Expected Result/Impact: 1. Students demonstrate increased understanding of behavioral expectations across all campus settings.

2. Behavior expectations are explicitly taught, modeled, reinforced, and monitored throughout the school year.

3. Common language and consistent responses to student behavior are evident across classrooms and common areas.

4. Office discipline referrals decrease as a result of proactive behavior supports and consistent implementation.

Positive student behaviors increase, contributing to a safe, respectful, and productive learning environment.

5. All students and parent attend orientation.

Staff Responsible for Monitoring: Administrators and Teachers

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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: 1. Early intervention and targeted supports reduce the frequency and severity of behavioral incidents.

2. Staff collaborate to monitor student progress and adjust interventions based on individual student needs.

3. The dAEP campus maintains a proactive, data-driven approach to addressing student behavioral needs.

Staff Responsible for Monitoring: Administrators and Teachers

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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: 1. Code of Civility expectations are prominently displayed throughout the campus, creating a consistent and positive behavioral culture.
2. Students demonstrate increased awareness and understanding of respectful, responsible, and civil behaviors.
3.Students increasingly demonstrate behaviors aligned with the district's expectations for respect, responsibility, and professionalism.

Staff Responsible for Monitoring: All Staff

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Performance Objective 4

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

Strategy 1

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

Strategy's Expected Result/Impact: 1. 100% of identified at-risk students are reviewed through MTSS processes and receive appropriate academic, behavioral, and/or social-emotional supports based on individual needs.
2. Student data is regularly monitored to identify needs, track progress, and adjust interventions in a timely manner.
3. Interventions are aligned to student-specific risk factors and delivered with fidelity across all tiers of support.
4. Increased collaboration among teachers, interventionists, counselors, special education staff, and support personnel to ensure coordinated services.

Staff Responsible for Monitoring: All Staff

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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: 1. 100% of students identified as needing accelerated learning or intensive intervention are documented in Branching Minds and receive targeted academic support based on assessment and performance data.
2. Teachers consistently utilize district-approved High Quality Instructional Materials to provide standards-aligned, evidence-based instruction and intervention.
3. Student progress is regularly monitored and documented in Branching Minds to evaluate intervention effectiveness and inform instructional decisions.

Staff Responsible for Monitoring: Admin and Teachers

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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: 1. Students are consistently identified using established campus and district parameters for attendance, behavior, reading and math performance, and course failures.
2. Progress-monitoring data is regularly documented and reviewed in Branching Minds to evaluate student growth and intervention effectiveness.
3. Timely interventions and supports are provided based on individual student needs and data trends.
4. Teachers, counselors, interventionists, and administrators collaborate to monitor student progress and adjust supports as needed.
5. Students demonstrate improved attendance, behavior, course performance, and academic achievement as a result of targeted interventions.

Staff Responsible for Monitoring: Admin and Teachers

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Strategy 4

Address Title I 10 Components based on needs assessment (Title I campuses only).
* Add strategy(s) on how you will address the needs

Strategy's Expected Result/Impact: 1. Review the Title I Needs Assessment and identify priority areas for each component
2. Assign staff responsible for addressing each component and define timelines.
3. Implement strategies and support systems, such as targeted interventions, PD, family engagement initiatives, and resource allocation.
4. Monitor implementation through walkthroughs, data collection, and staff feedback.
5. Adjust strategies as needed based on quarterly progress reports and evaluation findings.
6. Communicate progress to staff, parents, and stakeholders regularly.

Staff Responsible for Monitoring: All Staff

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Performance Objective 5

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

Strategy 1

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

Strategy's Expected Result/Impact: 1. Students participate in guidance lessons, individual planning, responsive services, and student support activities designed to promote success and well-being. 2. Counseling services are aligned to identified student needs and campus goals, including support for attendance, behavior, academic performance, and postsecondary planning. 3. Students demonstrate increased awareness of academic, career, and personal goals through counseling interventions and support. 4. At-risk students receive timely counseling support, referrals, and interventions to address barriers to learning and achievement. 5. Counselors regularly monitor and document student needs, services provided, and outcomes to ensure equitable access and effectiveness.

Staff Responsible for Monitoring: All Staff

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Strategy 2

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

Strategy's Expected Result/Impact: 1. Character traits and life-ready skills, such as respect, responsibility, integrity, empathy, perseverance, and citizenship, are consistently reinforced throughout the school year. 2. Students demonstrate increased understanding and application of positive character traits in academic, social, and community settings. 3. Social Studies instruction incorporates opportunities for reflection, discussion, and real-world connections to character development and civic responsibility. 4. Required observances promote awareness, respect, citizenship, and appreciation for diverse perspectives and cultures.

Staff Responsible for Monitoring: Admin and Staff

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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: 1. Staff increase their ability to recognize early warning signs of mental health concerns, emotional distress, and potential safety risks among students.
2. Staff consistently implement district-approved procedures for identifying, supporting, and referring students in 3. Increased collaboration among teachers, counselors, administrators, and support staff to address student wellness needs proactively.
4. Students receive timely intervention and appropriate support services when concerns related to mental health, safety, or well-being are identified.

Staff Responsible for Monitoring: All Staff

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Performance Objective 6

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

Strategy 1

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

Strategy's Expected Result/Impact: 1. Students increase their knowledge of the health risks and consequences associated with vaping, tobacco, nicotine, and other substance use.
2. Students develop critical thinking, refusal, decision-making, and self-advocacy skills that support healthy choices.
3. Prevention lessons promote resilience, positive peer relationships, and social-emotional competencies aligned to student wellness goals.

Staff Responsible for Monitoring: Counselors and Ele/JH Teachers

Formative Reviews

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Strategy 2

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: 1. Campus staff increase their awareness and understanding of emergency response procedures related to medical emergencies and cardiac events.
2. 100% of campus staff participate in the February AED drill and demonstrate familiarity with AED locations, emergency notification procedures, and response expectations.
3. Drill exercises identify strengths, gaps, and opportunities for improvement within the campus emergency response plan.

Staff Responsible for Monitoring: all Staff

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Strategy 3

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

Strategy's Expected Result/Impact: 1. 100% of required Campus Threat Assessment Team members are identified and assigned according to district and state requirements.
2. The Campus Threat Assessment Team implements a consistent process for identifying, assessing, and responding to potential threats and concerning student behaviors.
3. Staff increase their awareness of threat reporting procedures and understand how to refer concerns for assessment.

Staff Responsible for Monitoring: Admin

Formative Reviews



Accomplished

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Accomplished

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Accomplished

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Accomplished

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Strategy 4

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. *

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Strategy 5

Improve student transitions between home campus and Discipline Alternative Education Placement (DAEP) by identifying a transition case manager who will provide targeted wraparound services to students identified at-risk for recidivism.

Strategy's Expected Result/Impact: 1. Students identified as at-risk for recidivism receive individualized wraparound services addressing academic, behavioral, social-emotional, and attendance needs.
2. Transition plans are developed and implemented collaboratively among DAEP staff, home campus staff, families, and support service providers.
3. Increased communication and coordination between the home campus, DAEP, families, and community resources support successful student reintegration.

Staff Responsible for Monitoring: DAEP and Home Schools

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Goal 2

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

Performance Objective 1

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

Strategy 1

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

Strategy's Expected Result/Impact: By the end of the school year, 100% of campus instructional staff will participate in ongoing job-embedded professional learning aligned to district priorities, with implementation monitored through coaching cycles, learning walks, and teacher feedback. As a result, at least 90% of teachers will demonstrate evidence of effective instructional practices during observations, and student academic growth data will show measurable improvement in targeted areas as identified through campus and district assessments.

Staff Responsible for Monitoring: Admin and Leadership Team

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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 demonstrate implementation of the LGE process by establishing growth goals, maintaining required portfolio evidence, and engaging in reflection activities. Progress will be monitored through coaching conversations, portfolio reviews, and conference artifacts, resulting in increased teacher ownership of professional growth and continuous improvement in instructional practices.

Staff Responsible for Monitoring: Admin and Leadership Team

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Strategy 1

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

Strategy's Expected Result/Impact: Campus leadership will analyze survey and interview data to identify trends and implement targeted strategies to improve staff satisfaction, collaboration, workload management, and instructional support. As a result, the campus will demonstrate increased staff engagement and improved retention of highly effective educators.

Staff Responsible for Monitoring: Admin and Leadership Team

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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: The campus leadership team will implement and monitor action steps aligned to identified climate survey needs, provide regular staff feedback opportunities, and communicate progress to all stakeholders.

Monthly Celebrations
Teacher of Month
Star Teacher of the Week

Staff Responsible for Monitoring: Admin and Leadership Team

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Performance Objective 3

Develop and implement a performance management system on campus.

Strategy 1

Implement a continuous performance coaching cycle that includes regular observations, timely

feedback, goal setting, and individualized support to strengthen employee effectiveness and improve student outcomes

Strategy's Expected Result/Impact: Campus leaders will use observation data, coaching records, and teacher reflections to provide differentiated support aligned to individual growth needs. As a result, teachers will demonstrate improved instructional practices, increased effectiveness in meeting student needs, and measurable gains in student academic and behavioral outcomes.

Staff Responsible for Monitoring: Admin Team

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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 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: Teachers will regularly monitor student language proficiency and academic performance data, collaborate with Linguistic Acquisition Teachers to adjust instruction, and implement targeted interventions for students requiring additional support. As a result, Emergent Bilingual students will demonstrate measurable growth in language acquisition and academic achievement as evidenced by classroom performance.

Staff Responsible for Monitoring: All staff

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Strategy 2

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

Strategy's Expected Result/Impact: Campus administrators will conduct bi-weekly data reviews to assess implementation fidelity, identify areas for improvement, and provide targeted training and coaching based on identified needs. As a result, special education services will be implemented more effectively, documentation compliance will increase, and students receiving special education services will demonstrate measurable progress toward their individualized academic and behavioral goals.

Staff Responsible for Monitoring: Admin - Ron Anthony

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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: Campus administrators will monitor implementation through classroom observations, lesson plan reviews, and student performance data. As a result, GT students will demonstrate continued academic growth, increased engagement in rigorous learning tasks, and progress toward meeting or exceeding grade-level and advanced performance expectations.

Staff Responsible for Monitoring: Admin and Leadership Team

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Strategy 4

Include campus strategies to address SPED accountability targets

Strategy's Expected Result/Impact: By the end of the school year, the campus will demonstrate measurable progress toward meeting Special Education accountability targets through increased implementation fidelity of IEPs, consistent progress monitoring, and effective use of evidence-based instructional practices. Campus administrators and teachers will utilize student performance data to identify needs and adjust supports, resulting in improved academic achievement, growth, graduation indicators, and overall outcomes for students receiving special education services.

Staff Responsible for Monitoring: All Staff, Home Campus, and Central SPED Office

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Performance Objective 2

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

Strategy 1

Address and increase STAAR/EOC performance for students in 3rd grade Math and Reading, 7th grade Pre-Algebra, Algebra I and English I.

(2026-2027goal= __10__%) and Math (2026- 2027 goal= _10_%) per BOT goals.

* What/How will it look on your campus?

Strategy's Expected Result/Impact: Campus leaders and instructional staff will utilize assessment data to identify student learning gaps, provide high-quality Tier I instruction, deliver targeted small-group interventions, monitor student progress regularly, and implement accelerated learning opportunities aligned to TEKS and state assessment expectations. Teachers will participate in ongoing data analysis, instructional planning, and coaching cycles to ensure effective instructional practices and student support. The campus will increase the percentage of students meeting Approaches, Meets, and Masters Grade Level performance standards in each targeted content area.

Staff Responsible for Monitoring: All Staff

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Strategy 2

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

* What will this look like on your campus?

Strategy's Expected Result/Impact: 1. Learning walks and coaching cycles will be conducted throughout the year to monitor instructional practices, provide actionable feedback, and identify campus-wide and individual professional learning needs.
2. New teachers and teachers requiring additional support will receive targeted coaching, modeling, and mentoring to strengthen implementation of HQIM and alignment to the Learner Framework.
3. Campus leaders will monitor implementation fidelity through lesson plan reviews, classroom observations, student work analysis, and professional learning participation records.

Staff Responsible for Monitoring: Admin, Leadership Team, Teachers

Formative Reviews

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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: Campus leaders will meet with horizontal teams quarterly and monitor implementation through PLC documentation, classroom observations, and coaching conversations. As a result, teachers will demonstrate stronger instructional planning, increased alignment to grade-level standards, and more effective delivery of HQIM, leading to improved student engagement, academic growth, and performance on district and state assessments.

Staff Responsible for Monitoring: Admin

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Strategy 4

Implement with fidelity the Data Driven Instruction (DDI) protocol and weekly data meetings, specifically as it relates to priority areas: 3rd grade Math and Reading, 7th grade Pre-Algebra, Algebra I and English I.

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Strategy 5

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

Strategy's Expected Result/Impact: Leadership teams will, monitor student growth and accountability indicators, identify targeted student groups for support, and implement responsive action plans. As a result, the campus will demonstrate increased capacity to use data effectively, improved monitoring of accountability measures, and measurable gains in student achievement and growth across state accountability indicators.

Staff Responsible for Monitoring: Admin

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Strategy 6

Provide targeted support and monitor instructional practices to ensure an effective transition to the traditional schedule, with a focus on pacing, lesson design, and maximizing instructional time.

Strategy's Expected Result/Impact: Campus leaders will monitor implementation through walkthrough data, coaching conversations, and student achievement measures, providing timely feedback and support as needed

Staff Responsible for Monitoring: Admin

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Performance Objective 3

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: Admin will ensure technology is purposefully integrated into instruction in ways that enhance student engagement, learning, and achievement

Staff Responsible for Monitoring: Admin

Formative Reviews

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.

* What will this look like on your campus?

Strategy's Expected Result/Impact: Students will regularly engage in authentic learning opportunities that promote critical thinking, communication, collaboration, adaptability, and self-direction, while demonstrating evidence of competency development through classroom tasks, portfolios, presentations, and goal-setting activities.

Staff Responsible for Monitoring: All staff

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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: Maintain a visible showcase of specialized academic programming during campus events, orientation and social media opportunities to highlight student learning, achievement, and growth

Staff Responsible for Monitoring: Admin

Formative Reviews

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Performance Objective 4

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

Strategy 1

Increase college readiness by raising the percentage of students meeting college-ready assessment criteria from 40% to 42% and ensuring at least 95% of students meet a CCMR indicator.

* How will this look on your campus?

Strategy's Expected Result/Impact: Campus staff will monitor college-ready assessment performance, provide intervention and acceleration opportunities for identified students, promote participation in advanced coursework and college readiness assessments, and ensure individualized planning for students to attain College, Career, and Military Readiness (CCMR) indicators.

Staff Responsible for Monitoring: Admin, Central Office

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Strategy 2

Ensure 100% of AVID seniors graduate and meet CCMR requirements through targeted AVID tutorials, bi-weekly progress monitoring, and embedded TSIA preparation and testing within the AVID elective course.

Strategy's Expected Result/Impact: Campus staff will monitor college-ready assessment performance, provide intervention and acceleration opportunities for identified students, promote participation in advanced coursework and college readiness assessments, and ensure individualized planning for students to attain College, Career, and Military Readiness (CCMR) indicators.

Staff Responsible for Monitoring: Admin, Central Office

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Strategy 3

Maintain and monitor systems to track student leavers and progress toward graduation, to identify students who are credit deficient or have an unacceptable leaver code and implement timely interventions to keep students on track for graduation.

Strategy's Expected Result/Impact: Maintain and monitor campus systems to track student leavers, graduation progress, credit attainment, attendance, and CCMR indicators to identify students who are at risk of not graduating on time, are credit deficient, or have an unacceptable leaver code.

Staff Responsible for Monitoring: Campus administrators, counselors, central office

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Strategy 4

Increase career readiness outcomes by increasing the percentage of students graduating career ready from 25% to 30%, increasing seniors earning an IBC from 44% to 60%, and increasing the number of students completing a CTE program of study during the 2026-27 school year.

* How will your campus support this goal?

Strategy's Expected Result/Impact: Increase career readiness outcomes by expanding student access to high-quality Career and Technical Education (CTE) pathways, industry-aligned coursework, work-based learning experiences, and certification opportunities

Staff Responsible for Monitoring: Campus administrators, counselors, central office

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Strategy 5

Campus will increase P-TECH enrollment, retention, and completion by implementing targeted student support systems, including monthly campus P-TECH meetings, weekly P-TECH coach data reviews, and ongoing TOR/Facilitator training to monitor student progress, address barriers, and increase the number of students earning associate degrees.

* What will this look like on your campus?

Strategy's Expected Result/Impact: Monitor students who are enrolled in P-TECH. Collaborate with home campus to ensure students remain on track.

Staff Responsible for Monitoring: Admin, counselor, teachers

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Strategy 6

Expand student access to career inspiration, exploration, and discovery through meaningful real-world learning experiences and exposure to a variety of career pathways.

* Career Exploration through Biztown for 100% of 5th grade and 7th grade students.

* Finance Park to for all 4 High School Business courses in Spring 2027

Strategy's Expected Result/Impact: Campus teams will monitor student participation in career-connected learning experiences, CTE pathway enrollment, and career planning activities to ensure equitable access for all student groups.

Staff Responsible for Monitoring: Admin, CTE Teachers, Counselors

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Performance Objective 5

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

Strategy 1

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

Strategy's Expected Result/Impact: Campus teams will regularly analyze implementation and student outcome data, monitor progress toward identified goals, and adjust action plans based on feedback and evidence of impact. Incorporate bi-lingual tutor and have elementary teachers assist with tutoring during school day.

Staff Responsible for Monitoring: All Staff

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Strategy 2  Targeted Support Strategy  Additional Targeted Support Strategy

 Results Driven Accountability

Campus will monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance rate of 85% or higher and reduce chronic absenteeism by 2%.

Strategy's Expected Result/Impact: Admin team will meet with SDS weekly on chronic absentee students.

Emails and phones home to parent.

Attendance Contract signed by student and parent.

Collaborate with Student Service on home visits.

Teachers assist with calls home to encourage students to attend.

Consultation with Counselor and/or Intervention Counselor.

Staff Responsible for Monitoring: Admin Team

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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

Performance Objective 1

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

Strategy 1

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

Strategy's Expected Result/Impact: Students and staff will have increased access to career exploration experiences, industry experts, mentorship opportunities, workplace learning, and community resources.

Staff Responsible for Monitoring: All staff

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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: Ensure all staff member utilize Parent Square

Staff Responsible for Monitoring: All Staff

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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: Ensure all staff member utilize Parent Square, Admin team provide Exec with celebrations of staff members, implement outside mentor groups for students

Staff Responsible for Monitoring: All Staff

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.

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: Inform parents of student growth goals through orientation, social media, and parent square

Staff Responsible for Monitoring: All Staff

Formative Reviews

November

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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 tro staff in August and January on proper money collecting/handling procedures and ordering/receiving goods procedures.

Strategy's Expected Result/Impact: Campus will maintain accurate financial records, strengthen internal controls, reduce audit findings and procedural errors, and ensure responsible stewardship of district resources.

Staff Responsible for Monitoring: Admin and Exec

Formative Reviews

November	January	March	June
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Strategy 2

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

Strategy's Expected Result/Impact: Monitor progress through regular reviews of energy usage data.

Staff Responsible for Monitoring: Admin and Exec

Formative Reviews

November	January	March	June
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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: Campus leadership will monitor compliance through documentation reviews, communication logs, and administrative oversight.

Staff Responsible for Monitoring: Admin and Leadership Team

Formative Reviews

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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: Complete weekly door checks, monthly drills, and enter into Sentinel

Staff Responsible for Monitoring: Admin and SRO

Formative Reviews

November

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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: Staff and Students aware of procedures and importance of drills

Staff Responsible for Monitoring: Admin and Staff

Formative Reviews

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Performance Objective 3

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

Strategy 1

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

Strategy's Expected Result/Impact: Students will demonstrate an understanding of responsible, safe, and ethical technology use

Staff Responsible for Monitoring: Admin and Staff

Formative Reviews

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Performance Objective 4

Implement Bond 2025.

Strategy 1

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

Strategy's Expected Result/Impact: NA

Staff Responsible for Monitoring: NA

Formative Reviews

November

January

March

June