

Richardson Independent School District



Dartmouth Elementary

Accountability Rating: C

Distinction Designation:

Academic Achievement in English Language Arts/Reading,
Academic Achievement in Mathematics

2026-2027 Campus Improvement Plan

Mission Statement

Every student, teacher and leader will meet and/or exceed their academic growth goal.

Vision

Every child, every leader, every teacher, every day.

Value Statement

To ensure the academic success for all students, we believe:

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

Education is an effective tool that can prepare every student at Dartmouth for life after high school, including teaching life skills.

Every student at Dartmouth will have the capability and desire to learn and rise to the level of expectations for individual success.

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Comprehensive Needs Assessment

Student Learning

Summary

STAAR Dartmouth 2024	Approaches		Meets		Masters	
	All	EBs	All	EBs	All	EBs
3rd RLA	78%	43%	50%	0	25%	0
4th RLA	88%	82%	57%	36%	29%	27%
5th RLA	88%	90%	76%	80%	46%	50%
6th RLA	88%	50%	79%	50%	40%	13%

STAAR Dartmouth 2024	Approaches		Meets		Masters	
	All	EBs	All	EBs	All	EBs
3rd Math	83%	57%	58%	29%	36%	0
4th Math	82%	82%	61%	64%	36%	18%
5th Math	83%	80%	62%	70%	16%	20%
6th Math	79%	63%	45%	25%	21%	25%



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: STAAR, TELPAS, MAP

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: 60% of students meet or exceed their MAP Growth Goals

Staff Responsible for Monitoring: Administration, Instructional Coach, all Teachers

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

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

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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 more students take the MAP Assessments at BOY, MOY, EOY.

Staff Responsible for Monitoring: Administration, Instructional Coach, all Teachers

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

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Strategy 3

Utilize Portfolios for students to track goals with artifacts. Four artifacts added to the Portfolio -- one per quarter.

Strategy's Expected Result/Impact: Each student in grades 3-6 has a minimum of 4 artifacts per goal in their Portfolio

Staff Responsible for Monitoring: Administration, all 3-6 Teachers.

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

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Strategy 4

Utilize SeeSaw for students to track goals. Four artifacts added to the Seesaw Portfolio -- one per quarter.

Strategy's Expected Result/Impact: Each student in grades PK3 - 2 has a minimum of 4 artifacts per goal in SeeSaw.

Staff Responsible for Monitoring: Administration, all PK - 2 teachers.

TEA Priorities: Build a foundation of reading and math

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

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Strategy 5

Title I Reading Interventionist (full time) will work with Tier 3 students during WIN Time and small group instruction to address learning gaps in reading.

Strategy's Expected Result/Impact: Improvement on MAP Growth Reading, MClass, TELPAS, and STAAR Reading

Staff Responsible for Monitoring: Literacy Interventionist

Funding Sources: Full Time Salary 211 - Title I, Part A, \$102,656

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

Temporary Math Tutors will work with Tier 3 students during WIN Time and small group instruction to address learning gaps in math.

Strategy's Expected Result/Impact: Improvement on MAP Growth Math and STAAR Math

Staff Responsible for Monitoring: Instructional Coach, Administration, Math Tutors, Classroom Teachers

Funding Sources: Full Time Salary 211 - Title I, Part A, \$25,063.2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 7

The percent of students in 3rd grade who score at the Meets level or above on STAAR Reading will increase from 49% to 60% by June 2027.

Strategy's Expected Result/Impact: Increase in STAAR Reading Meets level or above will increase by 11%.

Staff Responsible for Monitoring: RLA Teachers, Instructional Coach, Literacy Interventionist, Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 8

The percent of students who score at the Meets level in 3rd grade Math will grow from 42% to 55% by June 1017.

Strategy's Expected Result/Impact: STAAR Math scores for students performing at Meets level or above will increase by 13%.

Staff Responsible for Monitoring: All Math Teachers, Instructional Coach, Administration, Math Tutors

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 9

The percent of students increasing their TELPAS composite score from the previous year will go from 38% to 46%.

Strategy's Expected Result/Impact: TELPAS scores for students who increase their composite score by one level or more will increase by 8%.

Staff Responsible for Monitoring: All teachers, LAT, Instructional Coach, Literacy Interventionist, Administration

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 10

Tier 3 students in reading and/or math will attend weekly tutoring after school.

Strategy's Expected Result/Impact: Increased student achievement, mastery of foundational reading and math skills, and a reduction in the total percentage of Tier 3 students by the end of the school year.

Staff Responsible for Monitoring: All teachers, Instructional Coach, Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 11

Tier 2 students will attend 4 Saturday School sessions to receive targeted, small-group instruction aligned with essential standards in reading and math.

Strategy's Expected Result/Impact: Increased student proficiency on grade-level TEKS, leading to improved performance on MAP and STAAR assessments and a higher percentage of Tier 2 students achieving Tier 1 grade-level mastery by EOY.

Staff Responsible for Monitoring: 3-6 Teachers, Instructional Coach, Administration

Funding Sources: Extra Duty Pay for Teachers/Administration 211 - Title I, Part A, \$2,500

Title I: 2.5.1, 2.5.2

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

100% of staff will meet North Star Goal expectations

Evaluation Data Source: TTESS, STAAR, TELPAS MAP

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: 100% of staff will show measurable progress on priority T-TESS dimensions as evidenced by EOY conferences, leading to improved instructional practices and student achievement.

Staff Responsible for Monitoring: 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 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: 100% of teachers will actively track professional goals by uploading four quarterly artifacts to their Schoology Portfolio, resulting in documented alignment with T-TESS dimensions and continuous instructional improvement.

Staff Responsible for Monitoring: 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 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: Staff will utilize 100% of designated collaborative time every 9 weeks to update portfolios and analyze peer evidence, fostering a culture of continuous reflection and measurable T-TESS growth.

Staff Responsible for Monitoring: 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 3: Integrated Student Support Systems

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Performance Objective 3

Evaluation Data Source: Branching Minds, Discipline Data

Strategy 1

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan. Administration trains staff and students on campus behavior expectations. Administration does quarterly check-ins with all students to review expectations. Campus uses positive behavior interventiona and supports with class and schoolwide "Happy Campers" and duck dollars. Campus administrators utilize a discipline matrix when necessary in assigning consequences.

Strategy's Expected Result/Impact: A reduction in office discipline referrals and classroom disruptions, resulting in increased instructional time and a positive, predictable campus climate.

Staff Responsible for Monitoring: Administration

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

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Strategy 2

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

Strategy's Expected Result/Impact: Early identification and successful implementation of targeted Tier 2 behavioral interventions, resulting in reduced discipline referrals and improved student self-regulation.

Staff Responsible for Monitoring: Administration, MTSS Coordinator, Behavior Specialist

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

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Strategy 3

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

Strategy's Expected Result/Impact: Improvement in Climate Survey Data. Increased awareness and consistent alignment with campus civility standards, leading to improved school climate survey results and a welcoming campus environment.

Staff Responsible for Monitoring: Administration and front office team

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

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Performance Objective 4

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

Evaluation Data Source: Branching Minds, CIAs, MAP, STAAR, TELPAS

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: Accelerated academic growth and increased proficiency for at-risk students, resulting in higher passing rates and tier movement on STAAR, TELPAS, MAP, and CIAs.

Staff Responsible for Monitoring: Administration, Instructional Coach, Literacy Interventionist, all Teachers

TEA Priorities: Build a foundation of reading and math

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

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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: Accelerated student growth and skill mastery, resulting in documented progress in Branching Minds and increased performance on STAAR, MAP, and district assessments.

Staff Responsible for Monitoring: Administration, Instructional Coach, Literacy Interventionist, all Teachers

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

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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: Every Tier 3 student has a plan in Branching Minds that is progress monitored for growth. Early identification and consistent progress monitoring in Branching Minds, leading to timely interventions, reduced course failures, and improved attendance and behavior.

Staff Responsible for Monitoring: Administration, Instructional Coach, MTSS Coordinator, and all Teachers.

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

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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.

Evaluation Data Source: Counseling goals and data tracking, Discipline data

Strategy 1

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

Strategy's Expected Result/Impact: 100% compliance with Texas Education Code mandates for direct counseling services (at least 80% of time), resulting in increased social-emotional support and improved student behavior and wellness.

Staff Responsible for Monitoring: Administration, Counselor

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact:
Increased student character development and positive decision-making, leading to improved campus culture and a reduction in behavioral infractions.

Staff Responsible for Monitoring: Administration, Social Studies Teachers

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

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Strategy 3

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

Strategy's Expected Result/Impact: 100% of campus staff will complete training and implement mental health awareness practices, resulting in increased student wellness support and early identification of crisis needs.

Staff Responsible for Monitoring: Counselor

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

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Performance Objective 6

Evaluation Data Source: Clinic data and immunization records

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: Skills & Impact Focus: 100% of 4th and 5th-grade students will demonstrate mastery of core social-emotional and refusal skills, resulting in a safer school culture.

Health & Wellness Focus: Enhanced student capacity to make healthy, substance-free choices and resist peer pressure, leading to improved student wellness and progress toward campus North Star goals.

Staff Responsible for Monitoring: Counselor

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

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Strategy 2

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

Strategy's Expected Result/Impact: Knowledge & Prevention Focus: 100% of 6th-grade students will demonstrate increased knowledge of nicotine prevention, leading to positive health choices and a safer campus environment.

Health & Wellness Focus: Enhanced student understanding of e-cigarette dangers through Catch My Breath and Stanford REACH curriculum, supporting overall student wellness and progress toward campus North Star goals.

Staff Responsible for Monitoring: Counselor

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

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Strategy 3

Campus Emergency Response Team (ERT) will conduct a round table drill in the fall and an all-

campus AED drill in February to coincide with heart month.

Strategy's Expected Result/Impact: 100% execution of scheduled ERT and AED drills, resulting in enhanced staff confidence and operational readiness during emergency situations. Improved campus safety readiness through practice drills, ensuring full protocol mastery and medical emergency response capabilities across all staff.

Staff Responsible for Monitoring: Nurse and Administration

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

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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: 100% compliance with TEC 37.115 mandates, resulting in proactive identification, assessment, and intervention of safety concerns to maintain a secure campus environment.

Staff Responsible for Monitoring: Administration

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

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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.

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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: Successful transition support and targeted wraparound services, resulting in decreased DAEP recidivism rates and increased academic and behavioral stability upon return to the home campus.

Staff Responsible for Monitoring: Administration, Counselor

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

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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.

Evaluation Data Source: TTESS, MAP, STAAR, TELPAS

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: Improved instructional execution and effective implementation of district priorities, resulting in higher T-TESS ratings, enhanced classroom practices, and accelerated student growth on MAP and STAAR.

Staff Responsible for Monitoring: Administration, Instructional Coach

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 3: Integrated Student Support Systems

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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: Enhanced teacher capacity to deliver student-centered learning experiences, resulting in improved instructional alignment and positive learning walk evaluation data.

Staff Responsible for Monitoring: Instructional Leadership Team - Guiding Coalition

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 3: Integrated Student Support Systems

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: TTESS, Retention data

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: Improved staff morale and support systems based on direct teacher feedback, resulting in a positive school culture and increased retention of high-performing educators.

Staff Responsible for Monitoring: 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 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: Increased staff collaboration and responsiveness to survey data, fostering a positive school culture and improved educator retention.

Staff Responsible for Monitoring: Instructional Leadership Team

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 3: Integrated Student Support Systems

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: Coaching Tracker 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: Consistent implementation of instructional coaching, leading to refined instructional practices, documented teacher growth in coaching trackers, and improved student academic outcomes.

Staff Responsible for Monitoring: Instructional Coach

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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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: CLI Circle Engage Assessment

Strategy 1

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

Strategy's Expected Result/Impact: Consistent delivery of targeted, small-group instruction in Pre-K classrooms, leading to measurable growth on CLI Circle Engage benchmarks and early learning metrics.

Staff Responsible for Monitoring: Administration, PreK Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, 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: Enhanced teacher capacity through targeted coaching and feedback, leading to measurable growth in early literacy and numeracy skills on CLI Engage benchmarks.

Staff Responsible for Monitoring: Instructional Coach, PreK Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

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

Strategy's Expected Result/Impact: Consistent daily delivery of high-quality phonics HQIM across PK-2nd classrooms, leading to increased student phonemic awareness and early reading proficiency.

Staff Responsible for Monitoring: PK - 2 teachers, Instructional Coach, Literacy Interventionist, 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

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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: Improved automaticity in number identification, addition, and subtraction, leading to higher rates of grade-level math proficiency across foundational benchmarks.

Staff Responsible for Monitoring: Math Teachers

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 ELPS 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: Consistent implementation of ELPS strategies and active progress monitoring, leading to targeted intervention delivery and accelerated linguistic growth.

Staff Responsible for Monitoring: Administration, all teachers, Instructional Coach, LAT

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2

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: 100% compliance with Data Dashboard logging, leading to actionable quarterly reviews and individualized coaching that strengthens Special Education service delivery.

Staff Responsible for Monitoring: Administration, SPED Lead

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

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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: Differentiated learning experiences that meet the unique needs of GT students, resulting in a higher percentage of students achieving Masters Grade Level standards on local and state assessments.

Staff Responsible for Monitoring: ALT and classroom teachers

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

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Strategy 4

Include campus strategies to address SPED accountability targets

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Performance Objective 3

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

Evaluation Data Source: Lesson plans, CIA data, STAAR data, TELPAS data, MAP data

Strategy 1

Implement High-Quality Instructional Materials (HQIM) in K-5 and Grades 6 mathematics, supported by continuous, differentiated training for all campus staff aligned to the Learner Framework. Staff will participate in quarterly verical teams to collaborate on HQIM Implementation.

Strategy's Expected Result/Impact: Increased teacher proficiency in utilizing HQIM aligned with the Learner Framework, resulting in improved instructional alignment and positive CIA and STAAR assessment outcomes across grade levels.

Staff Responsible for Monitoring: Math Teachers, Instructional Leadership Tam

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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: High-fidelity implementation of weekly PLC protocols and lesson internalization, leading to deeply aligned instructional delivery and improved student mastery of grade-level standards.

Enhanced teacher collaboration and proactive lesson planning prior to instruction, resulting in consistent, high-quality classroom execution across all grade levels.

Staff Responsible for Monitoring: Core Leadership Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

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: High-fidelity implementation of DDI protocols and weekly data meetings, leading to timely interventions, refined Tier 1 instruction, and accelerated student growth in 3rd grade Reading and Math.

Improved tracking of student learning gaps through weekly data meetings, resulting in measurable score increases on CIA assessments and grade-level benchmark targets.

Staff Responsible for Monitoring: Core Leadership Team

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

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: Increased principal leadership capacity through targeted LIFT grant coaching, resulting in improved campus support systems, stronger instructional leadership, and accelerated student achievement.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 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: Enhanced administrative proficiency in analyzing growth metrics and accountability standards, leading to targeted instructional adjustments and improved domain ratings.

Strengthened campus data tracking systems, resulting in timely academic interventions and increased student growth outcomes across state accountability measures.

Staff Responsible for Monitoring: Core Leadership Team

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

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Performance Objective 4

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

Evaluation Data Source: Lesson plans, PLC Collaborative Teams

Strategy 1

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

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Strategy 2

Implement, 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?

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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.

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Performance Objective 5

Increase the overall student attendance rate from 95.47% to 96.47% for the 2026-2027 school year while reducing chronic absenteeism through targeted family outreach, attendance monitoring systems, and positive incentive programs.

Strategy 1

Implement proactive attendance monitoring and student engagement interventions to achieve a daily attendance rate of 96.47% or higher across all grade levels.

Strategy's Expected Result/Impact: Achievement of a 96.47% average daily attendance rate through daily monitoring and proactive family communication leading to targeted student support and consistent, campus-wide daily attendance gains

Staff Responsible for Monitoring: SDS and Assistant Principal

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 the district's North Star Goal and provide additional opportunities and experiences for students and staff.

Evaluation Data Source: Climate Survey

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 engagement with local community leaders and business partners, leading to an increase in active campus partnerships, expanded real-world learning and career exposure opportunities for students, and enhanced resource support aligned with the North Star Goal.

Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Campus Counselor

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Increased partner retention and attraction of new business stakeholders, leading to stronger community relations and expanded resource/sponsorship opportunities for students and staff.

Strategy's Expected Result/Impact: Increased partner retention and attraction of new business stakeholders, leading to stronger community relations and expanded resource/sponsorship opportunities for students and staff.

Staff Responsible for Monitoring: Campus Principal, Counselor

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

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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: Climate Survey

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: Enhanced parent and community engagement across multiple communication platforms, leading to stronger relationships with local HOAs, business partners, and volunteers in support of campus goals

Staff Responsible for Monitoring: Campus Leaders, Teachers, Staff

ESF Levers: 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 awareness, trust, and active participation among families and community members, resulting in higher event attendance, expanded volunteer and business partner support, and improved climate survey scores regarding campus communication.

Staff Responsible for Monitoring: Campus Principal

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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: Climate Survey

Strategy 1

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

Strategy's Expected Result/Impact: Greater parental visibility into student progress throughout the school year, fostering continuous communication between home and school and driving targeted learning support outside the classroom.

Staff Responsible for Monitoring: Teachers, Instructional Leaders, Principals

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

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Goal 5

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

Performance Objective 1

Ensure operations are conducted in a financially efficient and effective manner

Evaluation Data Source: Campus Budget

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: 100% compliance with district financial policies and audit standards, leading to error-free money handling, timely purchase order processing, and zero audit findings across campus accounts

Staff Responsible for Monitoring: Campus Principal, Campus Assistant Principal, Executive Assistance

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

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Strategy 2

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

Strategy's Expected Result/Impact: Improved building energy efficiency and sustainability practices across campus facilities, resulting in cost savings and alignment with district environmental conservation goals

Staff Responsible for Monitoring: Campus Principal, Teachers & Staff, Custodial Staff

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

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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: 100% compliance with Texas SB12 mandates, ensuring full transparency in curriculum and health services, timely distribution of required parental consent forms, and zero compliance or audit violations.

Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Teachers and Support Staff

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

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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: 100% staff and student mastery of Standard Response Protocol (SRP) emergency actions (Evacuate, Hold, Lockdown, Shelter, and Secure), leading to reduced response times during drills, enhanced campus safety preparedness, and full compliance with district emergency protocol standards.

Staff Responsible for Monitoring: Campus Principal, Assistant Principal, Security Officer, Campus Staff

ESF Levers: Lever 3: Integrated Student Support Systems

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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: "I Know What To Do" focus days where teachers spend 15-20 minutes reviewing and practicing a specific Standard Response Protocol action (Evacuate, Hold, Lockdown, Shelter, and Secure) through age-appropriate role-play, social stories, and guided practice.

Staff Responsible for Monitoring: Campus Leaders, Teachers and Staff

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

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Performance Objective 3

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

Strategy 1

Enhanced student digital safety and responsible tech usage, precise inventory management of 1:1 devices, and streamlined technical support workflows that ensure reliable classroom technology access.

Strategy's Expected Result/Impact: Accurate 1:1 device tracking, full digital citizenship compliance across all grade levels, and efficient campus tech support resolution.

Staff Responsible for Monitoring: All teachers, staff, and campus administrators

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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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: Support in ensuring safe, modern, and fully equipped campus facilities.

Staff Responsible for Monitoring: Campus Principal

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

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Susan Herron	Title I Literacy Interventionist	Title I	1