

Richardson Independent School District



Accountability Rating: B

2026-2027 District Improvement Plan

Mission Statement

True North Goal:

Every Student, teacher and leader will meet and/or exceed their academic growth goals.

Vision

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

Value Statement

Beliefs:

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

- In creating a safe learning environment that empowers every student in RISD to take risks, be creative, find acceptance and grow.
- That education is an effective tool that can prepare every student in RISD for life after high school, including teaching life skills.
- Every student in RISD will have the capability and desire to learn and rise to the level of expectations for individual success.

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Comprehensive Needs Assessment

Demographics

Summary

Richardson ISD has 50 schools serving over 36,142 students in Early Childhood and PreK - 12 educational settings. RISD covers 46 square miles and serves the city of Richardson and portions of the cities of [Dallas](#) and [Garland](#) (60 percent of RISD is in [North Dallas](#), with 35 percent in Richardson and 5 percent in Garland). Of RISD's 50 campuses, 37 serve elementary aged students, 8 junior high/middle school, 4 high schools and 1 alternative campus. 30 campuses at the elementary and junior high levels qualify as school-wide Title I schools. 13 campuses across the district serve our bilingual students.

The demographics of RISD students are: (source: TSDS PEIMS Disaggregation of PEIMS Student Data; October 31, 2025)

37.8%	Hispanic
31.2%	White
19.1%	African American
8.0%	Asian
0.1%	Hawaiian/Pac Island
3.4%	Two or more
51.8%	Male
48.2%	Female
54.8%	Economically disadvantaged
31.8%	Emergent Bilingual students
19.0%	Special Education (SPED)

The demographics of RISD staff are: (source 2025 TAPR)

Staff Information	
5,407	Total Staff
68.1%	Professional Staff
48.90%	Teachers
8.10%	Educational Aides
4.00%	Campus Leadership
1.30%	Central Administration
23.80%	Auxiliary Staff
Teacher Demographic:	
63.4%	White
16.1%	Hispanic
14.6%	African American
3.0%	Asian
2.9%	Other
76.6%	Female
23.4%	Male
6.1%	Beginning Teachers

Staff Information

33.4%	1-5 Years Experience
18.4%	6-10 Years Experience
42.1%	11-20+ Years of Experience

Strengths

Demographic Strengths:

- RISD is one of the most diverse school districts in the state of Texas
- 11,000+ Bilingual students representing over 85 languages
- 19% of our students receive Special Education Services
- 13% of our students receive Gifted and Talented Services
- 93.5% of students attend school regularly
- All campus and district leaders regularly walk classrooms to collect instructional and curriculum alignment data
- 186 RISD teachers are recognized as highly effective and receive monetary stipends as a result of the state's Teacher Incentive Allotment

Source: District Profile and 2025 TAPR

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Students identified as at-risk (economically disadvantaged, emergent bilingual, students experiencing homelessness, students receiving special education services, and students who have not met state standards) are not consistently achieving desired academic outcomes.	
2 Students receiving special education services require more consistent access to grade-level instruction, inclusive practices, and progress-monitoring systems to improve achievement and graduation outcomes.	
3 Emergent bilingual students require stronger language acquisition support and improved access to bilingual and biliteracy programming to achieve academic success.	
4 Gifted and talented students are not consistently receiving differentiated instruction and advanced learning opportunities that maximize achievement and college readiness outcomes.	

★ = Priority

Student Learning

Summary

Curriculum implementation districtwide and at every grade level is focused on individual student growth. Students set academic goals and monitor their progress throughout the school year

The Texas Education Agency released the spring 2025 State of Texas Assessments of Academic Readiness results for students in grades 3-10. The results include assessments for STAAR in mathematics and reading-language arts in grades 3-8, 5th and 8th grade science and 8th grade social studies. EOC results include assessments for Algebra 1, English I, English II, Biology and US History assessments. Overall, RISD had 13 content areas that performed at or above the state in meets grade level and 17 areas that were at or above the state in the mastery level.

	2026		2025			2026		2025	
	State	District	State	District		State	District	State	District
Grade 3 Reading					Grade 8 Reading				
At Approaches Grade Level or Above	74%	74%	77%	76%	At Approaches Grade Level or Above	84%	82%	82%	79%
At Meets Grade Level or Above	52%	53%	52%	56%	At Meets Grade Level or Above	61%	64%	58%	63%
At Masters Grade Level	26%	31%	23%	31%	At Masters Grade Level	33%	41%	32%	40%
Grade 3 Mathematics					Grade 8 Mathematics				
At Approaches Grade Level or Above	68%	67%	71%	70%	At Approaches Grade Level or Above	75%	65%	71%	60%
At Meets Grade Level or Above	46%	47%	46%	50%	At Meets Grade Level or Above	49%	44%	47%	39%
At Masters Grade Level	22%	27%	19%	27%	At Masters Grade Level	17%	18%	18%	17%
Grade 4 Reading					Grade 8 Science				
At Approaches Grade Level or Above	78%	75%	81%	77%	At Approaches Grade Level or Above	77%	76%	74%	73%
At Meets Grade Level or Above	54%	55%	54%	55%	At Meets Grade Level or Above	55%	56%	48%	52%
At Masters Grade Level	24%	30%	24%	29%	At Masters Grade Level	30%	31%	19%	21%
Grade 4 Mathematics					Grade 8 Social Studies				
At Approaches Grade Level or Above	69%	70%	69%	69%	At Approaches Grade Level or Above	59%	66%	58%	62%
At Meets Grade Level or Above	50%	53%	47%	50%	At Meets Grade Level or Above	33%	42%	32%	38%
At Masters Grade Level	25%	30%	24%	30%	At Masters Grade Level	17%	25%	17%	22%
Grade 5 Reading					End of Course English I				
At Approaches Grade Level or Above	80%	76%	77%	74%	At Approaches Grade Level or Above	73%	70%	69%	66%
At Meets Grade Level or Above	60%	60%	58%	59%	At Meets Grade Level or Above	53%	52%	49%	50%
At Masters Grade Level	35%	40%	30%	34%	At Masters Grade Level	12%	17%	15%	18%
Grade 5 Mathematics					End of Course English II				
At Approaches Grade Level or Above	76%	76%	74%	74%	At Approaches Grade Level or Above	73%	70%	72%	70%
At Meets Grade Level or Above	49%	53%	47%	53%	At Meets Grade Level or Above	58%	57%	55%	55%
At Masters Grade Level	21%	28%	22%	27%	At Masters Grade Level	9%	12%	8%	12%

	2026		2025			2026		2025	
Grade 5 Science					End of Course Algebra I				
At Approaches Grade Level or Above	66%	64%	65%	66%	At Approaches Grade Level or Above	83%	80%	78%	71%
At Meets Grade Level or Above	38%	41%	31%	35%	At Meets Grade Level or Above	51%	41%	45%	33%
At Masters Grade Level	18%	21%	12%	16%	At Masters Grade Level	28%	23%	27%	19%
Grade 6 Reading					End of Course Biology				
At Approaches Grade Level or Above	74%	73%	77%	76%	At Approaches Grade Level or Above	93%	93%	92%	89%
At Meets Grade Level or Above	56%	58%	56%	59%	At Meets Grade Level or Above	69%	66%	61%	59%
At Masters Grade Level	30%	38%	29%	36%	At Masters Grade Level	34%	37%	21%	23%
Grade 6 Mathematics					End of Course U.S. History				
At Approaches Grade Level or Above	74%	80%	74%	77%	At Approaches Grade Level or Above	93%	94%	95%	94%
At Meets Grade Level or Above	40%	52%	40%	50%	At Meets Grade Level or Above	69%	73%	68%	70%
At Masters Grade Level	16%	27%	16%	29%	At Masters Grade Level	37%	44%	37%	43%
Grade 7 Reading					SAT/ACT All Subjects				
At Approaches Grade Level or Above	78%	75%	76%	77%	At Approaches Grade Level or Above	87%	91%	89%	92%
At Meets Grade Level or Above	56%	59%	54%	60%	At Meets Grade Level or Above	58%	67%	59%	63%
At Masters Grade Level	32%	38%	27%	36%	At Masters Grade Level	14%	15%	13%	13%
Grade 7 Mathematics									
At Approaches Grade Level or Above	51%	63%	55%	67%					
At Meets Grade Level or Above	32%	63%	33%	67%					
At Masters Grade Level	10%	4%	11%	5%					

Bilingual Education Students, and students learning English as a second language (collectively referred to as EB/EL) indicates RISD EB/EL student performance is below the state in all subject areas. In terms of EB/EL student growth performance, RISD EB/EL student growth performance is above the state's overall growth performance percentage in each subject individually and both subjects combined for the school progress and below the state performance in accelerated learning measures.

The four-year graduation rate for the Class of 2025 was 89.6% and the five-year extended graduation rate for the Class of 2024 was 92.1%.

97% of the 2024-2025 graduates met the college, career or military ready indicator, above the state percentage of 87%.

Strengths

RISD students demonstrated growth in STAAR/EOC performance compared to the state. The data points below depict specific areas (source: RISD Accountability and Continuous Improvement Department and the Teaching and Learning Department):

STAAR 3-8 and STAAR EOC:

The district saw increases in scores at approaches grade level or above, meets grade level or above, and at masters grade level in several grades and content areas.

	At Approaches Grade Level or Above			At Meets Grade Level or Above			At Masters Grade Level		
	2026	2025	Increase	2026	2025	Increase	2026	2025	Increase
Grade 4 Reading							30%	29%	1%
Grade 4 Mathematics	70%	69%	1%	53%	50%	3%			
Grade 5 Reading	76%	74%	2%	60%	59%	1%	40%	34%	6%
Grade 5 Mathematics	76%	74%	2%				28%	27%	1%
Grade 5 Science				41%	35%	6%	21%	16%	5%
Grade 6 Mathematics	80%	77%	3%	52%	50%	2%	38%	36%	2%
Grade 7 Reading							38%	36%	2%
Grade 8 Reading	64%	63%	1%	64%	63%	1%	41%	40%	1%
Grade 8 Mathematics	44%	39%	5%	44%	39%	5%	18%	17%	1%
Grade 8 Science	56%	52%	4%	56%	52%	4%	31%	21%	10%
Grade 8 Social Studies	42%	38%	4%	42%	38%	4%	25%	22%	3%
English I EOC	52%	50%	2%	52%	50%	2%			
English II EOC	57%	55%	2%	57%	55%	2%			
Algebra I EOC	41%	33%	8%	41%	33%	8%	23%	19%	4%
Biology EOC	66%	59%	7%	66%	59%	7%	37%	23%	14%
U. S. History EOC	73%	70%	3%	73%	70%	3%	44%	43%	1%
SAT/ACT All Subjects	67%	63%	4%	67%	63%	4%	15%	13%	2%

STAAR Growth

Student growth for reading (69%), mathematics (71%), and both subjects combined (70%) was above the statewide growth score of 68% for both subjects combined.

PTECH & Industry Based Certifications (IBC)

- 119 students earned degrees
 - 18 students earned Associates of Art degrees in Business Management
- 101 students earned level 1 certificates
- 226 Health Professions Readiness Skills Achievement Award
- 1,530 of seniors earned an IBC
 - 61% of seniors earned an industry certification
- 2, 278 industry based certifications earned in 25-26 9-12 Grade

Dual Credit & OnRamps Courses

- 4,938- Total number of seats used by students taking dual credit classes
 - 93.9%- Number of students earning A-C
- 3,518- Number of seats used by students taking UT OnRamps classes
 - 81.9%- Number of students earning A-C

Bilingualism and Biliteracy

- 438 Seniors received Texas performance acknowledgement

College , Career & Military Readiness

- Over 98% of Class of 2026 met or exceeded state CCMR requirements

Extra-Curricular Activities

- 71 Student-athletes signed letters of intent to play their sport in college

RISD Professional Learning Department partners with internal colleagues to support new hires, adult learning, TTESS and other programs aimed to positively impact student achievement by offering valuable professional learning and support for staff. (Title II)

RISD Multilingual Services supports the district's 11,000+ emergent bilinguals by providing curriculum, teaching and learning supports that promote bilingualism and biliteracy, academic achievement, and sociocultural competencies. (Title III)

RISD promotes a well-rounded education, safe and healthy schools, and student engagement through robust fine arts programming, athletics, career and technical education, culturally responsive environments, and strategic efforts that connect parents and students with RISD resources and opportunities that support growing the whole child. (Title IV, Perkins, Title IX)

RISD provides a continuum of programs for students with unique learning needs between the ages of 3 and 21 that assist in their intellectual, developmental, socio/emotional, physical, and communicative growth empowering them to participate successfully in society. (GT, IDEA)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Data indicate opportunities to strengthen student progress toward the district's North Star expectations, including academic growth, academic achievement, and life-ready competencies outlined in the Graduate Profile.	
2	Increased consistency in the implementation of high-quality Tier I instruction, curriculum materials, and instructional practices across campuses is required.	
3	Behavior, wellness, and attendance outcomes suggest opportunities to enhance supports that contribute to student engagement and academic achievement.	
4	Lower-performing campuses require additional academic, instructional, and school-improvement supports to meet state accountability expectations.	
5	Not all students are currently meeting college, career, or military readiness benchmarks as measured by CCMR indicators, advanced coursework success, graduation rates, and industry-based certifications.	
6	Early literacy and numeracy outcomes indicate that stronger foundational reading, phonics, and mathematics instruction in Pre-K through Grade 2 are required.	

 = Priority

District Processes & Programs

Summary

Richardson ISD offers a variety of student programs and services to support student learning, well rounded education, and a safe and healthy learning environment. Those programs include but are not limited to:

- Advanced Academics
- Athletics
- Career and Technical Education,
- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- JROTC
- Multilingual Services
- Pre-K services
- Child Learning Academies
- Response to Intervention
- School Health Advisory Council
- Special Education Services
- Student Services

Strengths

Strategic Plan 2023 (approved June 2023) provides trustees, staff, teachers, parents, students, and the community with the district's strategic direction and goals for the next four years. The strategic planning process relied heavily on parent, community, and student participation, and is based on achieving key foundational goals like the Board's True North Goal and RISD Graduate Profile. Year two action plans aligned to Strategic Plan 2023 was implemented during the 2025-26 school year, with year four action plans implemented in 2026-27. The district planning committees and district design team regularly meet to discuss and review strategic plan and action steps in order to support the district's continuous improvement.

The board commissioned a Community Budget Steering Committee, CBSC, which included more than 60 parents, community members, business partners, and campus employees, met for six months to study RISD's financial data and situation to arrive at recommendations that were provided to RISD Trustees in December 2023. Based upon recommendations from the CBSC, and with support from the Board of Trustees, 4 elementary schools were consolidated for school year 2024-25. Dobie Pre-K Center, was consolidated during the school year 2025-26. The CBSC continues to meet, offer feedback and advise on district budget and make fiscal recommendations for the Board to consider.

Richardson ISD has over 14 committees where district stakeholders convene to support district initiatives and offer guidance on continuous improvement efforts. The District seeks input from parents, staff, students, and community members on ways to improve and maximize district programs and initiatives including federal program planning and district improvement plan.

RISD Professional Learning Department partners with internal colleagues to support new hires, adult learning, TTESS and other programs aimed to positively impact student achievement by offering valuable professional learning and support for staff. (Title II)

RISD Multilingual Services supports the district's 11,000+ emergent bilinguals by providing curriculum, teaching and learning supports that promote bilingualism and biliteracy, academic achievement, and sociocultural competencies. (Title III)

RISD promotes a well-rounded education, safe and healthy schools, and student engagement through robust fine arts programming, athletics, career and technical education, culturally responsive environments, and strategic efforts that connect parents and students with RISD resources and opportunities that support growing the whole child. (title IV, Perkins, Title IX)

RISD provides a continuum of programs for students with unique learning needs between the ages of 3 and 21 that assist in their intellectual, developmental, socio/emotional, physical, and communicative growth empowering them to participate successfully in society. (GT, IDEA)

The District Planning Committee (DPC) includes professional staff at the campus and central administrative levels, parents, community and business representatives and advise the Board or its designee in setting and reviewing the District's educational goals, objectives, and major District-wide classroom instructional programs identified by the Board or its designee. The committee serves exclusively in an advisory role. All applicable federal planning requirements will be addressed through the District- and/or campus-level planning processes.

Stakeholders who are unable to attend the DPC receive meeting minutes and an opportunity to ask questions and provide feedback.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1	Recruitment, retention, mentoring, and leadership development systems require strengthening to ensure an adequate supply of highly qualified staff and reduce turnover.	
2	Operational and business processes require greater efficiency, consistency, and modernization, particularly in human resources, attendance management, transportation, technology support, and financial systems.	
3	Financial pressures created by declining enrollment, budget constraints, and anticipated reductions in state and federal funding require additional resource generation, cost containment, and strategic fiscal planning.	
4	Data and stakeholder feedback suggest opportunities to improve the consistency and alignment of performance management, employee development, and accountability systems across the organization.	

★ = Priority

Perceptions

Summary

RISD is committed to providing a supportive, collaborative and invested culture among students, staff, families and community. In addition to having stakeholders, including community, parents, students and staff, participate in district committees; RISD offers satisfaction surveys at the beginning and end of each school year in addition to ongoing opportunities for feedback via Let's Talk.

Strengths

RISD values input from all stakeholders.

Let's Talk! is RISD's commitment to our district community – to answer questions quickly. As a district we value collaboration and seek to engage with our students, families, staff and community partners so we can better serve our students. Let's talk to find solutions and come together to help our community learn and thrive.:

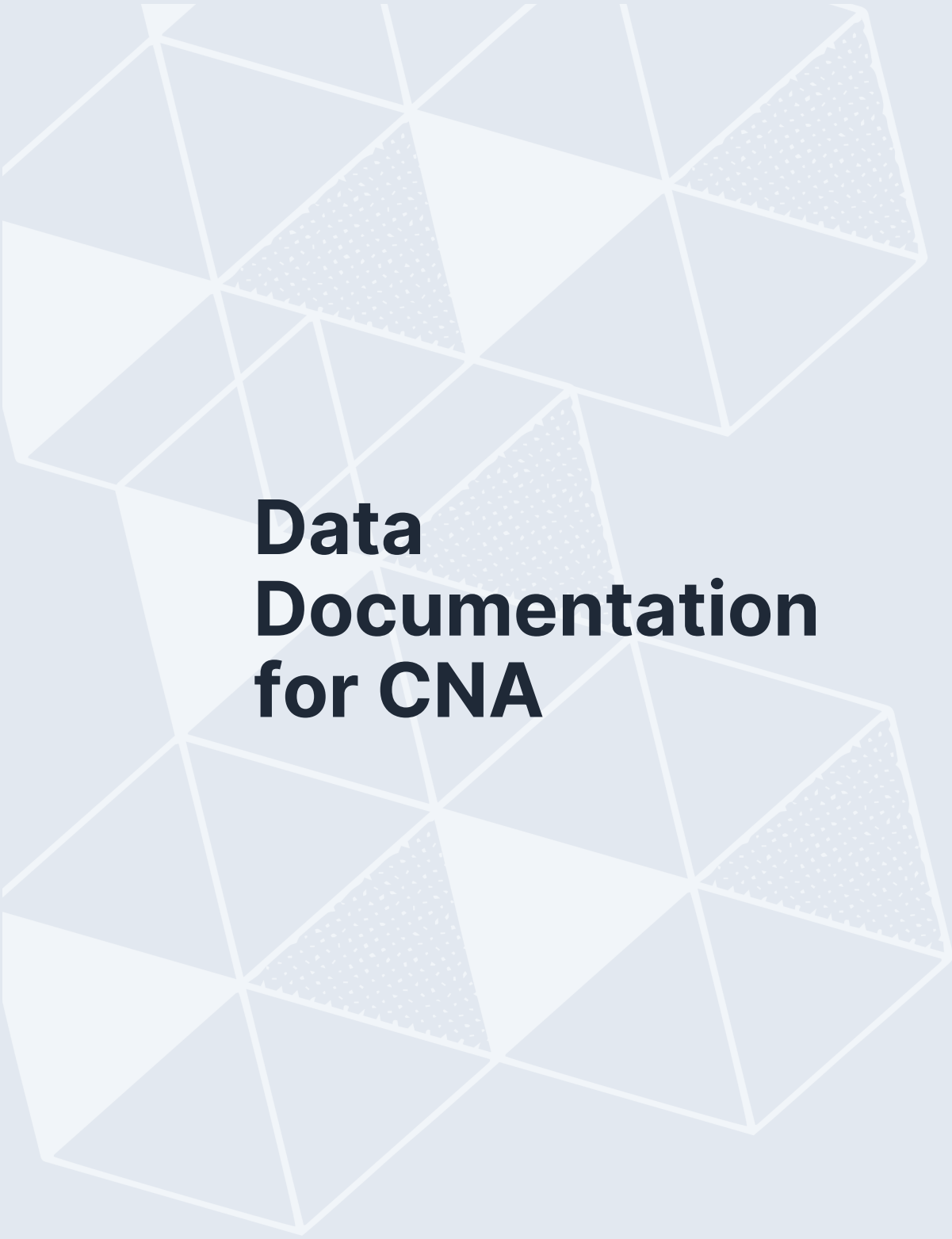
The RISD Let's Talk platform hosted 5,752 dialogues between July 1, 2025 - May 29, 2026 with a total of 23,976 since inception. The district responded to each submission allowing for the item to be "closed". The number of submissions varied across the school year with a peak during November 2025. Parents or guardians were the highest users of the platform, followed by staff, then students. Individuals submitting an item can select a category for their issue. The suggestion category was the highest selection, followed by question and concern.

RISD ambassadors program recruits community members and provides them with opportunities to explore the inner workings of the school district and create a foundation of understanding and involvement so they can become informed citizens empowered to offer feedback, communicate and advocate for public schools.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Data indicate opportunities to increase stakeholder awareness of district priorities, student growth goals, expand participation in district decision-making and engagement activities, and strengthen partnerships that support student success.	

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)
- ☒ Alternative Education Accountability (AEA) data
- ☒ Local Accountability Systems (LAS) data
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation

- ☐ data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data
- ☒ STEM and/or STEAM data
- ☒ Pregnancy and related services data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Equity data
- ☒ T-TESS data
- ☒ T-PESS data
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Enrichment course/materials
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



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 and staff 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.

Strategy's Expected Result/Impact: Students will update portfolios with artifacts aligned to growth in both goal areas a minimum of 4 times
Increased staff accountability for monitoring student goal progress
Improved instructional practices driven by data and reflection
Higher levels of student achievement aligned to North Star Goal targets

Staff Responsible for Monitoring: Area Superintendents
Campus Principals
Executive Director of Instructional Technology & Innovation

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Increased teacher capacity
Increased student performance
Increased quality of instruction and student engagement

Staff Responsible for Monitoring: Area Superintendents
Assistant Superintendent of Teaching and Learning

Formative Reviews

November

January

March

June

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

Identify and ensure all campuses implement MTSS Tier I behavior expectations.

Strategy's Expected Result/Impact: -increased positive climate/culture
-increased clarity on Tier 1 structures
-decreased teacher managed discipline issues

Staff Responsible for Monitoring: Executive Director of Counseling & Social Services
Director of MTSS

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Strategy 2

Strengthen targeted behavioral supports by requiring all campuses to utilize MTSS Behavior teams to regularly review Tier 2 students and implement research-based Tier 2 interventions aligned to the district Behavior Framework.

Strategy's Expected Result/Impact: -increased outcomes for Tier 2 students
--increased rate of student responsiveness to Tier 2, resulting in a timely transition to less intensive supports
-increased rate of student responsiveness to Tier 2, resulting in fewer students moving to more intensive supports
-increase in student engagement

Staff Responsible for Monitoring: Executive Director of Counseling & Social Services
Director of MTSS

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Strategy 3

Build districtwide capacity for intensive behavioral supports by training central office and Behavior Support Specialist teams in Tier 3 practices through Emergent Tree Education and

systematically implementing these practices to support students with the greatest behavioral needs.

Strategy's Expected Result/Impact: -Streamlined Tier 3 intervention practices

-Increased interventions for Tier 3

-increased rate of student responsiveness to Tier 3, resulting in a timely transition to less intensive supports

Staff Responsible for Monitoring: Executive Director of Counseling & Social Services
Director of MTSS

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Strategy 4

Reinforce district behavior expectations by implementing a comprehensive refresh of the Code of Civility through consistent visual messaging, campus-wide communication, and integration into extracurricular and community-facing platforms to promote a unified culture of respect and accountability for students, staff and community.

Strategy's Expected Result/Impact: -Increased student and staff awareness and understanding of Code of Civility expectations

-Improved consistency in behavior expectations and responses across campuses

-Enhanced positive school climate and sense of belonging for students and staff

-Reduction in behavior incidents through proactive and visible reinforcement of expectations

-Stronger alignment of school, extracurricular, and community messaging around respectful behavior

Staff Responsible for Monitoring: Executive Director of Counseling & Social Services
Executive Director of Student Services

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Strategy 5

Design, develop, implement, and train campus and central office administrators on a district-wide Attendance Support and Truancy Prevention Guide to establish streamlined and consistent processes for campuses to address attendance concerns, chronic absenteeism, and truancy interventions.

Strategy's Expected Result/Impact: The expected outcome will be to ensure 100% of our campuses remain compliant with state compulsory attendance law while reducing confusion and inconsistencies across the district.

Staff Responsible for Monitoring: Student Service Administrators
Executive Director of Student Services
Executive Director of Enrollment and Access
Area Superintendents
Campus Administrators

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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: Improve percentage of students who previously DNP STAAR EOC by 4%.
Improve percentage of students in KG and 1st as on grade level reading as measured by mClass screener by 4%.
Improved accountability rating by campus.

Staff Responsible for Monitoring: Director of MTSS
Director of Data Analysis and Reporting
Senior Executive Director of ACI
Principals & Campus MTSS Coordinators
Area Superintendents

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Strategy 2

Ensure consistent implementation of High Quality Instructional Materials, intervention materials to support Tier II and Tier III students.

Strategy's Expected Result/Impact: Increased fidelity of Intervention systems
Increased student performance
Increased implementation of QHIM

Staff Responsible for Monitoring: Area Superintendents
Assistant Superintendent Teaching and Learning

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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

Develop and implement a Counselor Incentive Model using the School Counseling Model.

Strategy's Expected Result/Impact: -Fully developed Counselor Incentive Model similar to RISD TIA
-Enhanced student growth outcomes driven by effective counseling practices

Staff Responsible for Monitoring: Executive Director of Counseling & Social Services

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Strategy 2

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

Strategy's Expected Result/Impact: -Informed staff members will recognize signs of mental health concerns and seek help for those students
-Increase response to students with mental health concerns

Staff Responsible for Monitoring: Executive Director of Counseling & Social Services
Director of Intervention Services

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Strategy 3

Ensure all counselors implement direct student services requirement as mandated by Texas

Education Code.

Strategy's Expected Result/Impact: -Increased direct student services
-Increased student outcomes

Staff Responsible for Monitoring: Executive Director of Counseling & Social Services

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Strategy 4

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

Strategy's Expected Result/Impact: -Increased character education training
-Streamlined programming for character education between Counseling & Social Studies

Staff Responsible for Monitoring: Executive Director of Counseling & Social Services
Director of Student Assistance Programs
Director of Social Studies

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Strategy 5

Expand K-12 Upstander Partnership Character Education Plan.

Strategy's Expected Result/Impact: By aligning with the district's Graduate Profile, Project Wisdom, and state Character Education/Social Studies TEKS, this strategy will measurably improve student citizenship and resilience. Specifically, students will demonstrate an increased capacity to advocate effectively for themselves and others, greater resilience in the face of adversity, and enhanced communication and collaboration skills across all grade levels.

Staff Responsible for Monitoring: Executive Director of Student Success and Leadership
Senior Executive Director of Access and Specialized Programming
Campus Principals
Campus Support Staff
RHLC Area Superintendent

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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: -Students will have an increased understanding of the harmful effects of illegal substances.
-Students are equipped with refusal skills.
-Data collection will allow us to see the outcomes of this program for future evaluation and decision making regarding other student needs.

Staff Responsible for Monitoring: Executive Director of Counseling & Social Services
Director of Intervention Services

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Strategy 2

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

Strategy's Expected Result/Impact: -Students will have an increased understanding of the harmful effects of illegal substances.
-Students are equipped with refusal skills.
-Data collection will allow us to see the outcomes of this program for future evaluation and decision making regarding other student needs.

Staff Responsible for Monitoring: Executive Director of Counseling & Social Services
Director of Intervention Services

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Strategy 3

Utilize a School Health Advisory sub-committee (SHAC) on drugs and violence that will guide targeted drug and violence prevention and intervention planning for the district.

Strategy's Expected Result/Impact: -Well-rounded plan for increased interventions for violence and drug prevention and intervention.
-Decrease in student infractions for violence and illegal substances.

Staff Responsible for Monitoring: Director of PE/Health (SHAC District Chair)
Assistant Superintendent of Administrative Services
Executive Director of Counseling & Social Services
Executive Director of Student Services
Director of Intervention Services

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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.

Strategy's Expected Result/Impact: -Students will be equipped with information on warning signs and will be able to get help for themselves or a friend.
-Data collection will allow us to evaluate the program and plan for increased prevention measures.
-Suicidal Ideation data will decrease.

Staff Responsible for Monitoring: Executive Director of Counseling & Social Services
Director of Intervention Services

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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: -Decreased recidivism at DAEP
-Successful reintegration and engagement with home campus

Staff Responsible for Monitoring: Executive Director of Counseling & Social Services
Director of Intervention Services

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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

- Implement nine-week professional learning surveys to identify emerging campus needs and share trend data with district departments to inform responsive professional learning support. (Professional Learning Micro Sessions)
- Strategy's Expected Result/Impact:** Improved alignment between campus needs and district support, faster response to emerging professional learning needs, increased collaboration between campuses and district departments, more targeted professional learning experiences for staff
- Staff Responsible for Monitoring:** Senior Executive Director- Leadership Development and Professional Learning
Coordinating Director - Leadership Development and Professional Learning
PL Director - Leadership Development and Professional Learning

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Strategy 2

- Develop a professional learning plan to address the needs of auxiliary and campus/central paraprofessionals to support their North Star Goal.

Strategy's Expected Result/Impact: High quality professional learning opportunities that align with the needs of auxiliary and campus/central paraprofessionals. High satisfaction and effectiveness ratings on post-session feedback surveys.

Staff Responsible for Monitoring: Senior Executive Director- Leadership Development and Professional Learning
Coordinating Director - Leadership Development and Professional Learning
PL Director - Leadership Development and Professional Learning
Executive Director of Human Resources

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Strategy 3

Design a professional learning series for aspiring central level leaders.

Strategy's Expected Result/Impact: Enhance understanding of district-level operations, strategic goals (such as the North Star Goal), and cross-departmental collaboration among emerging leaders. Increase retention of high-performing leaders by providing clear career pathways and continuous professional growth opportunities.

Staff Responsible for Monitoring: Senior Executive Director- Leadership Development and Professional Learning
Assistant Superintendent of Human Resources
Assistant Superintendent of School Leadership & Superintendent Support

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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

Preparing and Retaining Educators through Partnerships (PREP) state grant campuses (Heights, Northrich, Richland) will implement an enhanced mentoring framework that includes mentor training, coaching cycles, and structured support to improve teacher effectiveness and retention.

Strategy's Expected Result/Impact: Increased teacher retention, improved instructional practices, increased teacher confidence and effectiveness, stronger campus capacity to support and develop educators

Staff Responsible for Monitoring: Senior Executive Director - Leadership Development & Professional Learning
Area Superintendents
Campus Principals

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Strategy 2

Implement an integrated HR system that standardizes and automates vacancy tracking, employee leave management, and hiring processes to improve efficiency while ensuring timely placement of high-quality staff.

Strategy's Expected Result/Impact: Reduce time to fill vacancies by 25%, increase number candidates by 25%, provide real-time vacancy tracking, reduced inefficiencies in HR processes, achieve 95% employee adoption of self-service leave and HR tools.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources
Director of Compensation
Human Resources Executive Directors

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Strategy 3

Implement PREP Residency Allotment (state grant) to enhance pipeline for recruiting, hiring and retaining highly trained and qualified candidates.

Strategy's Expected Result/Impact: Hire 90% or more of PREP Residents into full-time teaching positions upon completion. Increase 3-year retention rates of newly hired resident teachers by 15%. Improve teacher readiness and effectiveness. Expand candidate pipeline quality for high-need campuses and certification areas.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources
Human Resources Executive Directors

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Strategy 4

Implement PREP Grow Your Own Allotment (state grant) to support teacher pipeline by providing current paraprofessional staff with opportunities to complete teacher prep programming.

Strategy's Expected Result/Impact: 40 paraprofessionals successfully complete teacher preparation programming and transition into full-time certified teaching roles, resulting in a 5% increase in staff retention, reduced vacancies in high-need certification areas.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources
Human Resources Executive Directors

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Strategy 5

Implement innovative recruitment and talent pipeline initiatives that expands candidate outreach through university partnerships, alternative certification programs, trade programs, job fairs, social media campaigns, and targeted recruitment for high-need positions.

Strategy's Expected Result/Impact: Increase the overall applicant pool for certified positions by 20%. Increase qualified applicants for hard-to-fill and high-need positions (e.g., SPED, Bilingual/ESL, STEM) by 15%. Establish active recruitment partnerships with at least 5 colleges, universities, or alternative certification programs. Decrease reliance on uncertified DOI/Associate Teachers by 25%. Expand the diversity of candidate pipelines to better reflect the student population.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources
Human Resources Executive Directors

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Strategy 6

Design and implement Superintendent Teacher Roundtables to identify strategies to support improved teacher retention.

Strategy's Expected Result/Impact: Gather qualitative feedback and actionable insights directly from classroom teachers across all learning communities to inform district retention initiatives. Identify key drivers of teacher satisfaction and burnout to implement targeted district-level operational and policy supports. Increase teacher agency, trust, and voice in district decision-making processes. Improve teacher retention rates by 5% districtwide by addressing specific climate and culture concerns raised during roundtable sessions.

Staff Responsible for Monitoring: Superintendent's Office
Assistant Superintendent of School Leadership & Superintendent Support
Assistant Superintendent of Human Resources

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Strategy 7

Ensure campuses with a turnover rate of 15% or higher conduct Stay Interviews and respond to provided feedback.

Strategy's Expected Result/Impact: Identify root causes of staff turnover and key retention drivers specific to high-turnover campuses. Develop and execute actionable campus-level response plans based on Stay Interview feedback. Reduce annual campus turnover rates at targeted sites to below 15%. Increase staff trust and climate/culture survey scores on participating campuses.

Staff Responsible for Monitoring: Area Superintendents
Assistant Superintendent of School Leadership & Superintendent Support
Assistant Superintendent of Human Resources
Human Resources Executive Directors

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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

Train supervisors and managers on providing actionable feedback, documenting performance, and conducting growth-focused conversations. Incorporate specific calibration and support on hiring, documentation, and tools for monitoring employee performance.

Strategy's Expected Result/Impact: 100% of supervisors will utilize an aligned/calibrated approach to personnel management that meets District expectations.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources
Assistant Superintendent of School Leadership
Area Superintendents
Human Resources Executive Directors
Executive Director of Professional Learning
Senior Executive Director of Leadership and Professional Learning

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Strategy 2

Conduct Principal and Supervisor focus groups to support the development of a performance management framework that supports the unique needs of campuses and departments.

Strategy's Expected Result/Impact: Aligned performance management system that will be used across 100% of district campuses and departments. Create clear performance expectations, goal-setting protocols, and rating methodologies to ensure consistency and accountability across departments.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources
Human Resources Executive Directors
Assistant Superintendent of School Leadership

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Strategy 3

Implement SibMe as an efficiency tool to support performance management for campus leaders.

Strategy's Expected Result/Impact: Streamline performance management and coaching workflows for 100% of campus leaders using the Sibme video/reflection platform.

Increase actionable, growth-oriented feedback provided to campus administrators through video-based reflection and coaching cycles.

Enhance supervisor efficiency and consistency in conducting calibration, observations, and performance conversations across all campuses.

Track leadership growth metrics and implementation trends through system analytics and evaluation rubrics.

Staff Responsible for Monitoring: Senior Executive Director of Leadership and Professional Learning
Assistant Superintendent of School Leadership
Area Superintendents
Human Resources Executive Directors
Executive Director of Professional Learning
Assistant Superintendent of Human Resources

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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

Improve Pre-K design and implementation of teacher facilitated small group instruction.

Strategy's Expected Result/Impact: 100% of Pre-K teachers will implement evidence-based instructional strategies aligned to the Texas Pre-K Guidelines to increase kindergarten readiness rates.

Staff Responsible for Monitoring: Executive Director of Early Childhood and Extended Learning Services

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Strategy 2

Pre-K Specialist and campus administrator will collaborate to strengthen district instructional priorities.

Strategy's Expected Result/Impact: Pre-K teachers will receive targeted feedback and instructional support to execute Tier 1 and data-driven lessons to achieve a 4% End of Year (EOY) annual increase in CLI Engage letter recognition and numeracy scores. (Board Goal Performance Measure 1 in Reading and Math)

Campus leadership will strengthen their knowledge in early childhood education which will lead to better-aligned leadership decisions, fostering developmentally appropriate and high-impact learning environments for students.

Staff Responsible for Monitoring: Executive Director of Early Childhood and Extended Learning Services

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Strategy 3

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

Strategy's Expected Result/Impact: Increased student in performance on RLA in grade 3
Increased teacher capacity for phonics instruction
Increase reading fluency for higher comprehension

Staff Responsible for Monitoring: Assistant Superintendent Teaching and Learning
PreK Executive Director
RLA Director
Areas Superintendents

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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: This deeper understanding of regrouping will allow students be more successful as they move on to multiplication and division in 3rd grade
Increased 3rd grade math scores

Staff Responsible for Monitoring: Math Director
Assistant Superintendent of Teaching and Learning
Area Superintendents

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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 Results Driven Accountability

Language Acquisition Teachers will create and facilitate intervention groups to improve academic language proficiency.

Strategy's Expected Result/Impact: Implementation of new Language allocation plan as see in walkthroughs.
All campuses will increase EL Proficiency Accountability points.
Increase teacher capacity in instructing EB students.
Increase in principal capacity to lead bilingual language allocation plan
Systematic review of academic and linguistic data.

Staff Responsible for Monitoring: Assistant Superintendent for T&L
Executive Director of Multilingual Education
Director of Bilingual
Principals/APs

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Strategy 2

Adjust elementary language allocation plan for all bilingual campuses.

Strategy's Expected Result/Impact: Increased math and reading fluency comprehension and automaticity
Increased English Language Development
Biliteracy for Emergent Bilingual students

Staff Responsible for Monitoring: Execitive Director of Multilingual Education
Assistant Superintendent of Teaching and Learning
Area Superintendents

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Strategy 3

Enhance and expand 2-way elementary dual-language programming to support bilingualism and biliteracy.

Strategy's Expected Result/Impact: Increased biliteracy for two way students
Improve overall performance on state assessments
Increased cultural awareness

Staff Responsible for Monitoring: Executive Director of Multilingual Education
Assistant Superintendent of Teaching and Learning
Area Superintendents

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Strategy 4

Train campus leaders on a classroom walkthrough tool to ensure differentiated strategies and curricula are used to meet the needs of gifted and talented students.

Strategy's Expected Result/Impact: Increased mastery level on state assessments
Increased administrator capacity to support GT learners
Increased performance on AP, Dual Credit
Increased National Merit

Staff Responsible for Monitoring: Executive Director Advanced Learning
Area Superintendents
Assistant Superintendent of Teaching and Learning

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Strategy 5

Conduct semester schedule audits to ensure all identified secondary students are in an advanced class with a GT-trained teacher.

Strategy's Expected Result/Impact: The percent of identified GT students who score at the Masters level on STAAR will increase from 69% to 71%.
100% of graduating identified GT students will be CCMR met and have at least one college credit.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning
Executive Director of Advanced Learning
Director of Advanced Learning Programs and Services

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Strategy 6 Results Driven Accountability

Increase student enrollment and language acquisition for students taking a second language course supporting biliteracy and bilingualism.

Strategy's Expected Result/Impact: Increase the number of students who meet the established criteria for the Biliteracy and Bilingualism performance acknowledgement.

Staff Responsible for Monitoring: Executive Director of Accountability and Continuous Improvement
Executive Director of Multilingual Education
Director of LOTE and Language Supports

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Strategy 7

Train and monitor special education teachers' completion of the "Data Dashboard" data tracking system, that includes lesson planning, service logs, and progress monitoring on a quarterly basis to inform central team's support in training and coaching teachers.

Strategy's Expected Result/Impact: Compliant, legally defensible IEPs for all students receiving special education services

Staff Responsible for Monitoring: Campus Administrators
Special Education Directors
Executive Director, Special Student Services
Senior Executive Director, Special Student Services

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Strategy 8

Identify, calibrate and train all staff on an inclusion model across all Pk-12 campuses to ensure appropriate access to grade level Tier I instruction (specially designed instruction).

Strategy's Expected Result/Impact: Increased student performance
Increased graduation rates

Staff Responsible for Monitoring: Executive Director of Special Student Services

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Strategy 9

Design a professional learning series for ALL general education Pk-12 teachers and campus leaders to increase understanding and equip them to design and support instruction for students with autism.

Strategy's Expected Result/Impact: Increased awareness and support of student's with autism
Increased instructional capacity of teachers

Staff Responsible for Monitoring: Sr. Excecutive Director Special Student Services

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Strategy 10

Improve Special Education academic growth using TEKS-aligned materials and targeted interventions.

Strategy's Expected Result/Impact: Increased Special Education student proficiency and growth on STAAR assessments and a reduction in the district performance gap between Special Education and general education peers.

Staff Responsible for Monitoring: Central Special Education Staff, Campus Administration

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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

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

Strategy's Expected Result/Impact: Increased student success by 4% on STAAR at the meets grade level for RLA 3rd-5th and Math 6th-Alg 1.
Increased alignment of instruction with teachers maintaining pacing within a five-day window.

Staff Responsible for Monitoring: Director of Literacy
Director of K-12 Mathematics
Assistant Superintendent of Teaching and Learning

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Strategy 2

During Lesson Internalization, teachers and campus leadership, will ensure all phases of the Learning Framework are implemented.

Strategy's Expected Result/Impact: Increased effectiveness in Tier 1 lessons, as evident by increase in student achievement.

Staff Responsible for Monitoring: Teaching and Learning
Campus Principals
Area Superintendents
Sr. Executive Director of School Improvement

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Strategy 3

Strengthen implementation of RISD Instructional Priorities through on-site coaching and leadership development of principals and assistant principals. Individual feedback and action plans will be develop to support high-quality Tier I instruction.

Strategy's Expected Result/Impact: Increased administrator and appraiser accountability for providing meaningful, growth-oriented teacher feedback. Differentiated and strategic coaching for teachers that moves away from a one-size-fits-all method. Improved calibration and alignment across campuses and among appraisers at each individual campus.

Staff Responsible for Monitoring: Executive Director of School Improvement
Director of Teacher Incentive Allotment and National Board Certification
All Appraisers

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Strategy 4

Strengthen and facilitate structured Weekly Planning Meetings (PLCs/Lesson Internalization) across all campuses, utilizing standardized district protocols to deeply plan, unpack standards, and align high-quality instructional materials (HQIM) prior to delivery of instruction.

Strategy's Expected Result/Impact: Improved lesson delivery, tightly aligned standards-based instruction, and increased teacher capacity to execute high-quality core curriculum.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning
Executive Director of School Improvement (DCSI)
Campus Principals
Area Superintendents

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Strategy 5

Support secondary teacher transition to traditional schedule.

Strategy's Expected Result/Impact: Bell to Bell instruction
Increased student engagement

Staff Responsible for Monitoring: Area Superintendents
Assistant Superintendent of Teaching and Learning

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Strategy 6 Results Driven Accountability Talent Plan

All elementary campuses will 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 capacity to conduct frequent, actionable observation-and-feedback cycles, resulting in improved teacher execution of High-Quality Instructional Materials (HQIM) and strengthened PLC lesson internalization routines.

Staff Responsible for Monitoring: Assistant Superintendent of School Leadership
Assistant Superintendent of Teaching and Learning
Area Superintendents

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Strategy 7

Engage all principals in the Region 10 Administrator Data Leadership Series to support districtwide Data-Driven Instruction (DDI) priorities.

Strategy's Expected Result/Impact: Increased principal capacity to lead Data-Driven Instruction (DDI) routines, resulting in improved PLC data analysis, targeted classroom feedback, and increased student growth on district and state assessments.

Staff Responsible for Monitoring: Assistant Superintendent of School Leadership
Senior Executive Director of Accountability and Continuous Improvement
Area Superintendents

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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

Pilot Apple devices at Richardson High School to evaluate their impact on teaching practices and student learning outcomes. Students will use iPads with a keyboard, trackpad, and Logitech Crayon. Teachers will use MacBooks, in addition to their staff iPad and Logitech Crayon.

Strategy's Expected Result/Impact: Provide additional avenues and opportunities for students to leverage technology for creating, curating, and communicating artifacts of learning in alignment with the North Star Goal and individual growth goals.
Provide additional opportunities for achieving individual growth through leveraging features and functionality that align with the Graduate Profile and Learning Framework.
Evaluate additional opportunities provided for designing learning experiences with technology when compared to other secondary student devices.
Data collected will inform broader technology integration decisions - hardware, software, support needed, and professional learning.

Staff Responsible for Monitoring: Assistant Superintendent of Technology
Executive Director of Instructional Technology
Executive Director of Instructional Technology & Innovation

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Strategy 2

Provide purposeful, innovative and relevant professional learning opportunities for all staff aligned to expectations outlined in Facilitating Learning with Technology, with a focus on productive screen time.

Strategy's Expected Result/Impact: At least three days of iTeam support on each campus that focuses on best practices aligned with the learning framework and academic outcomes. Ongoing professional learning targeted towards specific roles in a year-long cohort model that facilitates learning with technology in support of the Learning Framework. Improved awareness of productive screen time use aligned to learning outcomes.

Staff Responsible for Monitoring: Assistant Superintendent of Technology
Executive Director of Instructional Technology
Executive Director of Instructional Technology & Innovation

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Strategy 3

Reconvene the district's AI committee to update expectations, further define best practices and identify student AI literacy skills needed to align with the Graduate Profile.

Strategy's Expected Result/Impact: Utilize feedback from community, business partners, and staff to enhance student learning experiences through meaningful use of district AI tools.

Staff Responsible for Monitoring: Assistant Superintendent of Technology
Executive Director of Instructional Technology
Executive Director of Instructional Technology & Innovation
Executive Director of Technology Operations

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Strategy 4

Continue with the Technology Advisory Committee to evaluate and identify trends that will enhance student learning and align to the Learning Framework. This year's TAC will include student members and input.

Strategy's Expected Result/Impact: Utilize feedback from community, staff, and students to implement best practices and innovation with technology use to support student learning.

Staff Responsible for Monitoring: Assistant Superintendent of Technology
Executive Director of Instructional Technology
Executive Director of Instructional Technology & Innovation
Executive Director of Technology Operations

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Strategy 5

Design and expand PreK - 12 experiences to enhance and enrich the RISD Learning Framework and Graduate Profile.

Strategy's Expected Result/Impact: Increased available "experiences" that will help retain and recruit student enrollment. Students will achieve deeper academic mastery and higher engagement by connecting classroom lessons directly to available experiences.

Staff Responsible for Monitoring: Executive Director of Student Success and Leadership
Area Superintendents
Campus Principals

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Strategy 6

Implement a centralized Fine Arts data collection platform for the 26-27 school year to track, analyze, and expand student participation, performance, and program access.

Strategy's Expected Result/Impact: District leaders and educators will gain real time data to ensure equitable access, track participation, and expand high quality Fine Arts opportunities for every PreK - 12 student. Increased enrollment and number of high quality Fine Arts opportunities, experiences and recognitions for PreK -12 students.

Staff Responsible for Monitoring: Central Fine Arts Staff
Campus Administrators
Fine Arts Campus Staff

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Strategy 7

Design, develop, and scale a portfolio of high-interest, district-wide immersive summer learning experiences across PreK-12 that leverage student voice, choice, and experiential modules to actively combat summer learning loss, strengthen year-round student engagement, and provide our students with enrichment opportunities inside RISD.

Strategy's Expected Result/Impact: A baseline increase in summer enrichment enrollment across all grade levels, paired with documented high student satisfaction scores. The direct outcome will be a reduction in the district's historic "summer disconnect," ensuring students return to RISD for the Fall semester motivated and academically on track.

Staff Responsible for Monitoring: Campus Principal
Area Superintendents
Senior Executive Director of Access and Specialized Programming
Executive Director of Student Success and Leadership

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Strategy 8

Implement revised technology guidelines reinforcing intentional and purposeful technology use to enhance and support learning experiences.

Strategy's Expected Result/Impact: Productive use of technology by students aligned with Tech by Design resource.
Targeted use of district resources to maximize instructional time.
Increased use of teacher management/monitoring tools to ensure students remain focused and on task.

Staff Responsible for Monitoring: Assistant Superintendent of Technology
Executive Director of Instructional Technology
Executive Director of Instructional Technology & Innovation
Area Superintendents
Campus Principals

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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

Provide teacher training support and grade updates for campuses, quarterly communication of study strategies to families, and AP Bootcamps to increase the percentage of RISD graduates that have obtained a college credit to 53%.

Strategy's Expected Result/Impact: 90% CCMR Met

Increase the percentage of graduates achieving college readiness status through either AP, Dual Credit, or OnRamps from 50% to 53%

Increase the percentage of students earning scores of a 3 or higher in AP courses from 67% to 69%

Increase the percentage of students earning credit in their dual credit course from 89% to 91%

Increase the percentage of students earning credit in their OnRamps course from 82% to 84%

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning
Executive Director of Advanced Learning

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Strategy 2

Provide curriculum documents and common assessments that incorporate TSI and SAT strategies and questions, quarterly communication to families on available opportunities and study strategies, and TSI/SAT bootcamps to increase the number of students that have passed a college-ready exam from 40% to 42%.

Strategy's Expected Result/Impact: 90% CCMR Met

Increase the percentage of students passing college-ready assessments from 40% to 42%

Increase CCMR Outcome bonus funds through HB3 to \$1.5 million

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning
Executive Director of Advanced Learning

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Strategy 3

Ensure all AVID seniors graduate and meet CCMR requirements through targeted AVID tutorials, bi-weekly progress monitoring, AVID TSIA2 preparation and testing available in the AVID elective class, Texas College Bridge completion during AVID class time.

Strategy's Expected Result/Impact: 100% of all AVID seniors will meet CCMR

Increase enrollment of AVID scholars in Dual Credit courses

Increase enrollment of AVID scholars in OnRamps courses

Increase number of AVID scholars meeting TSIA2 passing requirements (945 English, 950 Math, Essay 5)

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning
Executive Director of Advanced Learning
AVID District Director

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Strategy 4

Develop systems to track student leavers and their progress toward graduation that will be reviewed in monthly CCMR meetings to address any student that is credit deficient or has an unacceptable leaver code in each cohort.

Strategy's Expected Result/Impact: 95% four-year graduation rate

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning
Executive Director of Advanced Learning
Executive Director of Accountability and Continuous Improvement
Area Superintendents
Assistant Superintendent of Administrative Services
Executive Director of Enrollment

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Strategy 5

Implement an IBC monitoring system for teachers and campus to track IBC's by course roster in real time to ensure students in IBC aligned CTE courses become Career Ready.

Strategy's Expected Result/Impact: Increase the number of students graduating career ready from 25-30%

Increase number of Seniors graduating in 26-27 who earn an IBC from 44% to 60%

Increase the # of CTE completers in 26-27

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning
Executive Director of CTE

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Strategy 6

Implement P-TECH student support systems through monthly campus P-TECH meetings, weekly P-TECH coach data reviews, and TOR/Facilitator trainings to increase retention rates and increase the number of associates degrees earned.

Strategy's Expected Result/Impact: Increase in P-TECH enrollment by 10%
Increase in P-TECH Retention grade to grade to less than 10% drop off.
Increase in the number of Dallas College graduates to 30 AA degrees.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning
Executive Director of CTE
Executive Director of Counseling Services

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Strategy 7

Expand career inspiration, exploration, and discovery through real world learning experiences in RISD.

Strategy's Expected Result/Impact: Provide Career Exploration through Biztown for 100% of 5th grade and 7th grade students.
Expand Advanced Finance Park to all 4 HS Business courses for Spring 2027
CTE impact to additional grades through the STEM Center & the Credit Union of Texas
Host a district wide elementary robotics competition.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning
Executive Director of CTE

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Strategy 8

Implement district-wide attendance awareness to improve daily attendance rates and reduce chronic absenteeism across all campuses.

Strategy's Expected Result/Impact: Increase district-wide average daily attendance (ADA) rate from 93.87% to 96% or higher for the 2026-2027 school year.

Staff Responsible for Monitoring: Assistant Superintendent of Administrative Services
Executive Director of Enrollment and Access

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Performance Objective 6

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

Evaluation Data Source: Student performance data

Discipline Data

Attendance Data

Strategy 1

Implement Additional Day School Year (ADSY, Audelia Creek, Dover, RISD Academy) will implement an enhanced summer learning model that includes targeted academic acceleration, enrichment experiences, and progress monitoring aligned to student needs and district priorities.

Strategy's Expected Result/Impact: Increased student participation and engagement during summer learning, improved student readiness for the upcoming school year, increased academic growth for participating students, stronger alignment between summer learning experiences and district instructional priorities

Staff Responsible for Monitoring: Executive Director of Leadership Development and Professional Learning

Area Superintendents

Campus Principals

Teaching and Learning

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Strategy 2

Establish a tiered support and monitoring system at comprehensive/targeted support campuses focused on the execution of the three instructional priorities: conducting weekly side-by-side coaching by the school improvement team.

Strategy's Expected Result/Impact: Increased principal and instructional coach capacity to deliver high-quality feedback.

100% alignment between tier-1 weekly lesson plans and state standards.

No F-rated campuses.

Staff Responsible for Monitoring: Areas Superintendent

Sr. Executive Director of School Improvement (DCSI)

Assistant Superintendent Teaching & Learning

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Strategy 3

Implement and scale a new instructional and student culture coaching model to support campuses in School Improvement and for Title I campuses to ensure support and implementation of District Instructional Priorities.

Strategy's Expected Result/Impact: No D or F campuses for the State accountability. Improve academic and culture outcomes for each student by executing defined coaching frameworks (LASC, ASC, and CC guidance documentation). Develop and support coaches in their growth goals and skills.

Staff Responsible for Monitoring: Senior Executive Director of School Improvement
Principals
Area Superintendents
Assistant Superintendent of Teaching and Learning

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Strategy 4

Implement LIFT Grant, partnering with Region 10, to ensure support and implementation of the District instructional priorities at all elementary campuses.

Strategy's Expected Result/Impact: 100% of state and federal compliance requirements met or exceeded through active, monitored campus turnaround plans. Campus principals calibrated and proficient in providing high-impact Observation Feedback to teachers. No D or F-Rated campuses.

Staff Responsible for Monitoring: Principals
Senior Executive Director of School Improvement (DCSI)
Area Superintendents
Assistant Superintendent

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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

Design and implement focus group or survey to identify district and business/organizational needs and how we define meaningful partnerships for both parties.

Strategy's Expected Result/Impact: Have 10% participation from our current partner list and feedback will support the design of our quarterly business and industry roundtables.

Staff Responsible for Monitoring: Asst. Supt., S&E, Dir. Comm. Engagement.

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Strategy 2

Schedule and design Quarterly Business and Industry Roundtables with Superintendent

Strategy's Expected Result/Impact: Evidence of engagement with at least 50% of the roundtable participants. Artifacts include Event calendar, attendance participation and communications engagement.

Event calendar, attendance participation and communications engagement.

Staff Responsible for Monitoring: Asst. Supt. S&E, Director Comm. Engagement

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Strategy 3

Implement Community Impact Partner Program with the goal of generating \$100,000 to support district programs, events and staff recognition opportunities.

Strategy's Expected Result/Impact: Additional funding to support district-wide initiatives and address critical budget deficit needs.

Staff Responsible for Monitoring: Asst. Supt. S&E, Dir. Comm. Engagement

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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

Implement training and transition plan for ParentSquare as part of back to school communications for 100% of staff and parents know how to access the new mass communications platform.

Strategy's Expected Result/Impact: Increased staff and parent engagement with district communication channels.

Staff Responsible for Monitoring: Asst. Supt. S&E., Exec. Dir. Comm. & Marketing

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Strategy 2

Design and implement plan to transition all campus and district websites to ParentSquare from WordPress with 100% of sites on new Platform by June 2027.

Strategy's Expected Result/Impact: Streamlined and consistent web presence for all district and campus news and information.

Staff Responsible for Monitoring: Asst. Supt. S&E, Exec. Dir. Comm. & Marketing, Dist. Webmaster

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Performance Objective 3

Create and adopt 2027 Legislative Priorities.

Evaluation Data Source: Priorities adopted and communicated with community and legislators.

Strategy 1

Partner with North Texas Education Coalition to facilitate Board workshop to develop draft priorities.

Strategy's Expected Result/Impact: Advocate for public education and district needs during the 90th session.

Staff Responsible for Monitoring: Superintendent, Asst. Supt. for S&E

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Strategy 2

Share draft legislative priorities with key district institutional partners for feedback prior to board adoption.

Strategy's Expected Result/Impact: Board adopts final version of legislative priorities.

Staff Responsible for Monitoring: Superintendent, Asst. Supt. S&E

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Strategy 3

Develop and implement communications plan to support advocacy efforts for adopted priorities during 90th Legislative session.

Strategy's Expected Result/Impact: Increased support for district through policy and laws adopted during the session.

Staff Responsible for Monitoring: Asst. Supt. S&E, Exec. Dir. Comms & Marketing

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Performance Objective 4

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

Develop and implement communications and marketing plan to support parents knowledge and understanding of North Star Goal and student progress and success.

Strategy's Expected Result/Impact: Student growth goal attainment.

Staff Responsible for Monitoring: Asst. Supt. S&E, Exec. Dir. Inst. Tech., Dir. Inst. Tech., Exec. Dir. Comms. & Marketing, Campus Principals

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Strategy 2

Design and disseminate resources & workflows to support parent access to goals and portfolios in Schoology & Seesaw.

Strategy's Expected Result/Impact: Parent & guardian technical support for Schoology & Seesaw are addressed within 24 hours to promote engagement to goals, portfolios and class assignments. Increase in available resources for parents & guardians to easily understand how to navigate Schoology & Seesaw.

Staff Responsible for Monitoring: Assistant Superintendent of Technology
Executive Director of Instructional Technology
Director of Instructional Technology

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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

Prepare and present to the Board of Trustees a 27-28 budget that includes budget reduction options totaling at least \$20 million based on the budget reduction recommendations prepared by the Community Budget Steering Committee.

Strategy's Expected Result/Impact: Creation of a sustainable financial plan that aligns with the Board of Trustees' True North Goal that states: "Every student, teacher, and leader will meet or exceed their academic growth goals"

Staff Responsible for Monitoring: Assistant Superintendent of Finance and Support Services

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Strategy 2

Prepare a VATRE calendar based on recommendations of the Community Budget Steering Committee for presentation at the December 2026 meeting of the Board of Trustees for a VATRE to be held in November 2027.

Strategy's Expected Result/Impact: Generate additional funding to provide increased flexibility in adjusting to changes in funding resulting from decreased enrollment and Legislative action.

Staff Responsible for Monitoring: Assistant Superintendent of Finance and Support Services
Leadership Cabinet members

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Strategy 3

Select and implement a replacement for the Kronos timekeeping system, that has reached end of

life, by July 2027.

Strategy's Expected Result/Impact: Utilization of an up to date timekeeping system that provides increased functionality.

Staff Responsible for Monitoring: Assistant Superintendent of Finance and Support Services
Executive Director of Payroll and Benefits

Funding Sources: Bond Proceeds 699 - Bond Proceeds,

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Strategy 4

Prepare and provide training to Principals on the campus General Fund, Campus Activity Fund, and Student Activity Fund budgets and expenditures to ensure a clean audit and funds are supporting district/campus priorities.

Strategy's Expected Result/Impact: Improved utilization of funds and increased compliance with District policies.

Staff Responsible for Monitoring: Assistant Superintendent of Finance and Support Services
Executive Director of Finance

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Strategy 5

Improve position control process so that staff are assigned to positions in a timely manner to facilitate accurate and timely budgets and payroll runs.

Strategy's Expected Result/Impact: Provide up to date information regarding filled and vacant positions by fund directly from Munis and Frontline.

Staff Responsible for Monitoring: Assistant Superintendent of Finance and Support Services
Assistant Superintendent of Human Resources

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Strategy 6

Adjust budget and allocations as a result of anticipated reductions in federal and state funding by ensuring all grant investments directly support district priorities and measurable student outcomes and pursuing replacement grant opportunities that align with district priorities.

Strategy's Expected Result/Impact: Minimize the negative impact of anticipated decreases in federal funding.

Staff Responsible for Monitoring: Assistant Superintendent of Finance and Support Services
Executive Director of Grants and Entitlements

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Strategy 7

Facility Services will optimize building/campus energy use in an effort to align with the District's Energy Management Plan and lower overall energy consumption.

Strategy's Expected Result/Impact: Through analysis of utility bills, show a steady decline in energy consumption across the district.

Staff Responsible for Monitoring: Director of Energy & Sustainability
Director of Maintenance
Senior Executive Director of Operations

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Strategy 8

Commission an audit of the Transportation Department during Fall of 2027 to identify operational inefficiencies related to bus routes, required staffing and safety protocols.

Strategy's Expected Result/Impact: Improved customer service, cost-effectiveness, and enhanced support for student transportation needs across the district.

Staff Responsible for Monitoring: Assistant Superintendent for Operations
Senior Executive Director for Operations
Executive Director for Transportation
Transportation Department Leadership Team

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Strategy 9

Strengthen the culture of safety in Transportation Department by reducing bus accidents, reducing student discipline incidents and increasing parent engagement.

Strategy's Expected Result/Impact: Launch the StopFinder mobile app to provide parents with real-time school bus GPS tracking, route push notifications, and customizable proximity alerts for their student's stop.

Provide professional learning for bus drivers/monitors for de-escalation techniques and other student management strategies.

Accident Reduction: Partner with the Risk Management department to implement Elite Driver program, utilizing performance data to recognize and incentivize exemplary driving behavior. Provide on-going driver/monitor safety training emphasizing safety best practices.

Staff Responsible for Monitoring: Executive Director of Transportation
Senior Executive Director for Operations
Assistant Superintendent for Operations

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Strategy 10

RISD Operations Department will partner with bond management services firm to: Conduct a baseline facility condition assessment of all district campuses and use facility assessment data to develop comprehensive master facilities plan, aligning capital improvement timelines with future bond planning.

Strategy's Expected Result/Impact: Updated facility condition assessment
Development of comprehensive master facility plan

Staff Responsible for Monitoring: Assistant Superintendent for Operations
Senior Executive Director for Operations
Executive Director for Facility Planning, Construction and Design

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Strategy 11

Establish a Board-appointed Citizens' Bond Oversight Committee (CBOC) to ensure fiscal accountability, public transparency, and statutory compliance for all voter-approved bond propositions.

Strategy's Expected Result/Impact: Committee Mobilization: Partner with the Board of Trustees to charter the CBOC, finalize member recruitment representing diverse community stakeholders, and establish the committee's meeting and reporting calendar.

Independent Reporting: Facilitate the committee's independent evaluation of bond progress and support the preparation of their annual compliance report to the Board of Trustees.

Staff Responsible for Monitoring: Assistant Superintendent for Operations
Senior Executive Director for Operations
Executive Director for Facility Planning, Construction and Design
Assistant Superintendent for Finance and Business Services

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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

District will create and utilize a walk-through check list (non-punitive) for the campus learning environment, including Maintenance, Grounds and Custodial Services. Examples of look for's: lighting not working, outdated campus signage, tiles chipped, ceiling tiles damaged, front office is neat and has clean work space, safe accessible pathways.

Strategy's Expected Result/Impact: Create an inviting physical environment on all campuses.

Staff Responsible for Monitoring: Area Superintendents
Director of Maintenance
Director of Custodial
Director of Grounds
Senior Executive Director of Operations
Executive Director of Facilities, Planning, Design and Construction

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Strategy 2

Establish a data-driven framework for district infrastructure needs through updated comprehensive facility condition assessment and long-range plan in partnership with bond

management firm.

Strategy's Expected Result/Impact: Updated facility condition assessment
Development of long range facilities plan

Staff Responsible for Monitoring: Senior Executive Director of Operations
Executive Director of Facility Planning, Construction and Design
Asst. Supt of Operations

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Strategy 3

Comply with HB3 requirements related to safety equipment for campus security personnel.

Strategy's Expected Result/Impact: Enhanced school safety and emergency preparedness

Staff Responsible for Monitoring: Executive Director for Safety & Security
Director for Safety & Security
Campus Security Officers & School Resource Officers

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Accomplished

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Accomplished

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Accomplished

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Strategy 4

Implement procedures to ensure compliance with Texas SB 12- required parental rights.

Strategy's Expected Result/Impact: Provide clear opt in/opt out preferences for parents regarding various activities and services. Example: available access to health services, after school clubs, counseling opportunities and library services.

Staff Responsible for Monitoring: Assistant Superintendent for Administrative Services
Assistant Superintendent for Teaching and Learning
Executive Director for Health Services
Executive Director for Counseling Services
Director for Library and Instructional Technology
Executive Director for Student Information and Reporting

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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

Oversee the deployment of secure access tools and enforcement of account security protocols to monitor and maintain district network security that safeguard staff and student data.

Strategy's Expected Result/Impact: Continue to maintain zero data breaches throughout the year. Increased user attention to best practices of using, installing and downloading applications to their district device.
Accurate reporting during regular phishing campaigns as evidenced by user's heightened attention to phishing attempts by threat actors.
All users will maintain a strong password in accordance with district guidelines.

Staff Responsible for Monitoring: Assistant Superintendent of Technology
Executive Director of Technology Operations
Coordinating Director of Network Services
Cybersecurity Manager

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Strategy 2

Monitor critical network service logs to ensure a 99.9% system uptime and deliver immediate incident response to mitigate potential vulnerabilities.

Strategy's Expected Result/Impact: Real-time notification of network concerns to district personnel responsible for the systems.
Address network concerns quickly to ensure minimal disruption to end users.

Staff Responsible for Monitoring: Assistant Superintendent of Technology
Executive Director of Technology Operations
Coordinating Director of Network Services
Cybersecurity Manager

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Strategy 3

All technology work orders will be addressed within 36 hours and resolved within 48 hours of

submission.

Strategy's Expected Result/Impact: Technical issues addressed quickly and efficiently.
Satisfied end-user feedback.
Minimal disruption to teaching, learning, and professional responsibilities.

Staff Responsible for Monitoring: Assistant Superintendent of Technology
Executive Director of Technology Operations
Technology Support Center Manager

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Strategy 4

Implement a more efficient elementary technical support model while ensuring a high level of technology service and support.

Strategy's Expected Result/Impact: Less technical disruptions in the classroom.
Work orders resolved promptly and efficiently.
A focus on technical support and technology projects in support of teaching and learning.

Staff Responsible for Monitoring: Assistant Superintendent of Technology
Executive Director of Technology Operations
Executive Director of Instructional Technology

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Performance Objective 4

Implement Bond 2025.

Strategy 1

Oversee deployment of new staff end-user devices; including the transition of secondary staff from a Windows OS environment to an Apple Mac OS environment.

Strategy's Expected Result/Impact: Refresh all staff devices per the refresh cycle.

Staff Responsible for Monitoring: Assistant Superintendent of Technology
Executive Director of Technology Operations
Executive Director of Instructional Technology
Coordinating Director of Network Services
Director of Instructional Technology

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Strategy 2

Refresh all campus copiers, in a phased approach per the refresh cycle, with color printing capabilities to maximize paper copying efficiency.

Strategy's Expected Result/Impact: Maximize paper copying efficiency and reduce campus printing expenditures.

Staff Responsible for Monitoring: Assistant Superintendent of Technology
Executive Director of Technology Operations
Technology Print Solutions Analyst

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Strategy 3

Upgrade the district's printing infrastructure by replacing all campus copiers with new monochromatic models and use training through phased, after-hours deployment to ensure minimal disruptions during daily operations.

Strategy's Expected Result/Impact: A more efficient district model for printer use and replacement that supports fiscal responsibility and cost containment.

Staff Responsible for Monitoring: Assistant Superintendent of Technology
Executive Director of Technology Operations
Technology Print Solutions Analyst

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Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Richardson ISD provides a well-rounded instructional program aligned with the Texas Essential Knowledge and Skills and supported by high-quality instructional materials. District and campus staff use evidence-based instructional practices, differentiated learning experiences, ongoing assessment, and responsive academic supports to help students access and master grade-level standards.

The RISD instructional framework is designed to engage students in meaningful learning, provide appropriate scaffolds, and create opportunities for students to apply new learning, make connections, receive additional support, and extend their understanding. Professional learning supports educators in implementing high-quality instructional materials and research-based practices with fidelity.

Title I, Part A funds supplement state and local resources at eligible campuses serving high concentrations of students from low-income families. Campus improvement teams use comprehensive needs assessment findings and student performance data to identify supplemental personnel, instructional supports, interventions, tutoring, professional learning, and other evidence-based strategies designed to improve student achievement. Other federal programs may be coordinated with Title I, Part A when allowable and appropriate, while maintaining each program's statutory purpose and fiscal requirements.

1.2 Identifying students who may be at risk for academic failure;

RISD campuses use multiple sources of data to identify students who may need additional academic assistance. Data sources may include state and local assessments, universal screeners, formative assessments, classroom performance, progress-monitoring results, attendance, behavior, course performance, and other locally identified indicators.

Professional learning communities and campus instructional teams regularly review student data through structured data-analysis protocols. Educators use the results to adjust core instruction, identify students requiring additional support, determine appropriate interventions, and monitor whether students are making expected progress. Students are also provided age-appropriate opportunities to understand their learning data, establish academic growth goals, and monitor their progress.

Identification for supplemental academic assistance is based on educational need and is not determined solely by a student's economic status.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

RISD provides supplemental academic assistance based on identified student needs. Supports may include high-impact tutoring, intervention, supplemental small-group instruction, extended learning opportunities, additional instructional time, and specialized academic resources. The intensity and duration of assistance are informed by student data and adjusted through ongoing progress monitoring.

District and campus departments coordinate appropriate supports for students who may experience barriers to academic success, including students experiencing homelessness, students in foster care, immigrant students, refugee students, and emergent bilingual students. Title I, Part A services supplement and do not replace services required under other federal, state, or local programs.

Emergent bilingual students receive appropriate bilingual education or English as a Second Language services in accordance with applicable requirements. Students suspected of having a disability are referred and evaluated through established district procedures. Students determined eligible for special education receive the services and supports identified in their individualized education programs.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Title I, Part A funds support supplemental strategies designed to strengthen instruction and improve learning conditions at Title I campuses. Depending on identified needs, these strategies may include instructional coaches, interventionists, tutors, educational aides, supplemental instructional materials, professional learning, family engagement, and academic or behavioral supports.

Title I-funded personnel use evidence-based practices and support educators in implementing high-quality instructional materials and grade-level standards. Campuses provide students with access to a multi-tiered system of academic, behavioral, attendance, and wellness supports. Student data are reviewed regularly to evaluate the effectiveness of interventions and determine whether supports should be continued, intensified, modified, or discontinued.

Title I, Part A resources are used to supplement the instructional program and provide students with additional opportunities to meet challenging State academic standards. TEA states that Title I schoolwide and targeted assistance models are expected to use evidence-based methods and instructional strategies.

Descriptor 2: Teacher Quality

RISD and its campuses use comprehensive needs assessment findings, staffing information, student performance data, and other relevant evidence to identify educator recruitment, retention, assignment, and professional learning needs. The district prioritizes support for campuses serving high concentrations of students from low-income families and campuses experiencing staffing or instructional capacity challenges.

Allowable ESSA funds may be used to supplement district efforts to recruit, develop, support, and retain appropriately certified and effective educators. Professional learning is aligned with identified student and educator needs and may address high-quality instructional materials, content knowledge, evidence-based instruction, data-driven decision-making, differentiation, intervention, classroom management, and support for

diverse learners.

Instructional paraprofessionals serving in Title I programs must meet applicable federal and state qualification requirements and work under the direct supervision of an appropriately certified teacher. TEA guidance specifies that instructional paraprofessionals in Title I schoolwide programs are subject to applicable qualification requirements regardless of the funding source used for their salaries.

Descriptor 3: School Improvement and Support Activities

RISD's North Star Goal states that every student, teacher, and leader will meet or exceed their academic growth goal. District and campus improvement efforts are aligned with this goal and are designed to improve academic outcomes, strengthen instructional systems, and prepare students for success after high school.

Campuses identified for school improvement receive differentiated district support based on identified needs, accountability data, and required improvement plans. Support may include assistance from district leadership, instructional departments, content specialists, academic facilitators, and appropriate regional or external partners.

During 2026-27, support focuses on strengthening implementation of RISD instructional priorities, including effective planning, regular review of student data, classroom observation and feedback, implementation of high-quality instructional materials, and monitoring of improvement strategies. District and campus leaders review implementation and outcome data to determine whether strategies are producing the intended results and make adjustments when necessary.

Federal school-improvement requirements emphasize needs assessment, support and improvement planning, evidence-based interventions, implementation monitoring, and evaluation of effectiveness.

Descriptor 4: Measure of Poverty

RISD uses a consistent district-approved measure of poverty to calculate campus poverty percentages and determine Title I, Part A eligibility and allocations. For 2026-27, RISD uses economically disadvantaged information collected and reported through established enrollment and PEIMS processes, including the district's applicable socioeconomic information collection process.

In accordance with federal requirements, RISD ranks eligible school attendance areas based on the percentage of students from low-income families and serves campuses with poverty rates of 75 percent or greater before exercising allowable discretion to serve additional campuses below 75 percent.

Campus poverty data and Title I eligibility are reviewed annually and may change based on current enrollment data, economically disadvantaged counts, available funding, and applicable statutory allocation requirements. TEA maintains economically disadvantaged reports at the campus and district levels.

Descriptor 5: Nature of Programs

RISD allocates Title I, Part A funds to eligible campuses in accordance with federal rank-and-serve requirements and district-approved allocation procedures. Campuses are ranked using their percentages of students from low-income families. Campuses at or above 75 percent poverty are served in rank order before the district exercises allowable discretion to serve additional eligible campuses.

For 2026-27, RISD funds eligible elementary campuses with economically disadvantaged enrollment of at least 40 percent and eligible junior high or middle school campuses with economically disadvantaged enrollment of at least 50 percent, subject to annual allocation availability and district approval.

RISD Title I campuses operate schoolwide programs. Each campus uses its comprehensive needs assessment and campus improvement plan to develop and identify evidence-based supplemental strategies. Funds may support instructional coaching, intervention, high-impact tutoring, supplemental personnel, professional learning, instructional resources, parent and family engagement, and other allowable activities designed to improve the academic achievement of students, particularly those experiencing academic difficulty.

Through its Shared Service Agreement with Region 10, RISD consults with appropriate private nonprofit school officials to plan and provide equitable services for eligible students who reside within RISD attendance boundaries and attend participating private nonprofit schools. Services are determined through timely and meaningful consultation and are provided in accordance with federal requirements. Title I, Part A provides supplemental resources to schools serving high concentrations of students from low-income homes.

Descriptor 6: Services to Homeless Children and Youth

RISD identifies and supports students experiencing homelessness in accordance with the McKinney-Vento Homeless Assistance Act. The district's designated McKinney-Vento liaison and appropriate student-support personnel assist students and families with enrollment, school stability, transportation coordination when applicable, access to educational services, and connections to district and community resources.

Students experiencing homelessness are eligible for Title I, Part A services whether or not they attend a Title I campus. RISD reserves Title I, Part A funds as required to provide comparable services to eligible students experiencing homelessness who attend non-Title I campuses. The amount of the annual reservation is based on an assessment of student needs and is documented in the district's 2026-27 ESSA Consolidated Federal Grant Application and supporting records.

Reserved funds may support allowable services that address educational barriers, including academic assistance, school supplies, fees necessary for participation in educational activities, and other services not otherwise reasonably available through state, local, or other federal resources. RISD may also coordinate Title I resources with other grants, the Richardson ISD Foundation, and community partners when appropriate and allowable.

TEHCY identifies Title I, Part A as a resource for meeting the educational needs of low-achieving students in schools with high levels of poverty and for supporting eligible students experiencing homelessness.

Descriptor 7: Parent and Family Engagement Strategy

Each RISD Title I campus conducts an annual Title I meeting to inform parents and families about the

campus's participation in Title I, Part A, the requirements of the program, the schoolwide program, available services, curriculum and assessment information, and opportunities for meaningful family participation.

Title I campuses provide multiple opportunities for parents and families to participate in decisions regarding Title I programs and parent and family engagement activities. Engagement opportunities may include curriculum events, academic workshops, family learning activities, advisory meetings, surveys, conferences, and other activities responsive to campus and family needs.

Each Title I campus jointly develops, reviews, and, when necessary, revises its written parent and family engagement policy and school-parent compact with input from parents and families. The district also jointly develops and annually evaluates the effectiveness of its district-level Parent and Family Engagement Policy. Policies, compacts, notices, and engagement opportunities are provided in accessible formats and, to the extent practicable, in languages families can understand.

During June 2026, RISD reported that accessible 2026-27 Parent and Family Engagement Policies and School-Parent Compacts had been completed for all 29 Title I campuses.

Campuses use participation information, stakeholder feedback, and other relevant evidence to evaluate parent and family engagement efforts and identify needed improvements. Parents and families may request meetings with teachers, campus administrators, or other appropriate personnel to discuss student progress, instructional programs, and Title I services.

Descriptor 8: Early Childhood Education Programs and Transition Plans

RISD offers prekindergarten services to eligible three- and four-year-old children in accordance with state eligibility requirements and district program availability. Early childhood instruction is aligned with applicable State standards and is designed to support children's academic, language, social, emotional, and developmental readiness for kindergarten.

Campus and district staff support transitions into prekindergarten and kindergarten through activities that may include family orientation, registration assistance, classroom or campus visits, transition events, family meetings, communication with early childhood providers, and sharing information about kindergarten expectations.

RISD coordinates, as appropriate, with Head Start programs, childcare providers, early childhood programs, community organizations, and families to promote continuity of services and successful transitions into the district's elementary program. Title I, Part A funds may support eligible preschool services and transition activities when identified through the comprehensive needs assessment and included in the appropriate improvement plan.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

RISD does not operate Title I, Part A targeted assistance programs during the 2026-27 school year. RISD Title I campuses operate schoolwide programs.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

RISD supports students' transitions from middle school to high school and from high school to postsecondary education, training, military service, or employment. District and campus staff coordinate college, career, and military readiness activities with institutions of higher education, employers, workforce organizations, and community partners.

Students have access to career exploration, programs of study, advanced coursework, Advanced Placement, dual-credit opportunities, UT OnRamps courses, industry-based learning experiences, and college and career advising, as available at their campuses. These opportunities are designed to help students identify their interests, understand graduation and postsecondary requirements, develop academic and technical skills, and make informed decisions about their futures.

RISD's college and career school models and career and technical education programs connect students with relevant coursework, industry knowledge, postsecondary partners, and work-based learning experiences.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

RISD collaborates with the College Board, Dallas College, The University of Texas at Austin, and other approved partners to offer eligible students opportunities to participate in advanced and college-level coursework while enrolled in high school.

Advanced Placement courses provide students access to college-level instruction and the opportunity to demonstrate college-level achievement through AP examinations. Dual-credit courses allow eligible students to earn high school and college credit in accordance with partner requirements. UT OnRamps courses provide college-level academic experiences through the University of Texas system, with students receiving information about applicable course and transcript options.

RISD also provides early college high school and career-focused pathways designed to increase access to college coursework, industry credentials, technical skills, and in-demand career fields. Counselors, teachers, and other appropriate staff help students identify interests and skills, understand available programs of study, and select pathways aligned with their postsecondary goals.

Descriptor 11: Discipline Disproportionality

RISD reviews student discipline data to identify patterns, disparities, and campuses or student groups requiring

additional support. Data may be examined by campus, grade, type of disciplinary action, student group, program participation, frequency, duration, and other locally relevant factors.

District and campus teams use the results to identify possible root causes and implement appropriate preventive and responsive strategies. Supports may include positive behavioral interventions, multi-tiered systems of support, restorative practices, counseling, behavior-specialist assistance, classroom-management support, staff professional learning, student re-entry supports, and family engagement.

The district monitors the implementation and effectiveness of strategies intended to reduce exclusionary discipline, improve school climate, and ensure that discipline practices are applied consistently and equitably. Title I-funded activities under this descriptor must be supported by identified needs, included in the applicable improvement plan, and reasonable, necessary, allocable, and allowable.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

RISD coordinates academic instruction and career and technical education to provide students with coherent learning experiences aligned with State standards, approved programs of study, graduation requirements, and postsecondary opportunities.

CTE programs integrate academic knowledge, technical skills, career exploration, employability skills, and experiential learning. When appropriate, RISD extends career-awareness and exploration opportunities into grades 7 and 8 to help students make informed high school course and program selections.

RISD reviews its programs of study regularly to maintain alignment with current TEA requirements and regional workforce needs. The district seeks to increase student participation, concentration, completion, and attainment of industry-based credentials in high-skill, high-wage, or in-demand career fields

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

RISD provides work-based learning experiences that allow students to interact with employers and industry professionals and apply academic, technical, and employability skills in authentic settings. Experiences may include career awareness activities, workplace tours, guest speakers, mentorships, job shadowing, project-based industry experiences, internships, practicums, and other structured learning opportunities.

The district seeks industry partners aligned with its programs of study and provides students with multiple career-awareness, exploration, and preparation experiences as appropriate to each pathway. Eligible students may participate in professional internships, P-TECH work-based learning experiences, CTE dual-credit courses, and other opportunities available through district and postsecondary partnerships.

Work-based learning activities are structured to support student safety, learning objectives, supervision,

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

RISD's Advanced Learning Programs and Services supports campuses in identifying and serving students who demonstrate a need for advanced academic services. Identification and services are provided in accordance with applicable State requirements and district procedures.

Campus and district staff support educators in differentiating instruction for advanced learners and students identified for gifted and talented services. Services may include increased depth, complexity, pacing, enrichment, advanced content, specialized instruction, pullout services, acceleration, and secondary advanced academic coursework.

Title I, Part A funds may support supplemental efforts to identify and serve gifted and talented students from populations that have historically been underrepresented in gifted education when the need is identified through the comprehensive needs assessment and the activities are allowable under the district's Title I program. Services should supplement the district's required gifted and talented program and should not replace services that the district is otherwise obligated to provide.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

RISD's Instructional Technology and Library and Information Services departments provide coordinated support to campuses to strengthen school library services, technology integration, digital literacy, information literacy, and student access to high-quality learning resources.

District and campus personnel may support educators through professional learning, collaborative planning, coaching, co-teaching, curriculum integration, and assistance with selecting and using instructional resources. Library and digital literacy instruction helps students locate, evaluate, use, create, and communicate information responsibly and effectively.

Title I, Part A funds may be used for supplemental school library and digital literacy activities when the need is documented in the comprehensive needs assessment, the strategy is included in the applicable improvement plan, and the expenditure is reasonable, necessary, allocable, allowable, and supplemental to the district's state and local program.

The goal of these coordinated services is to promote academic achievement, strengthen digital and information literacy, support reading engagement, and prepare students to become effective and responsible users of information.