

Richardson Independent School District



Forest Lane Academy

2026-2027 Campus Improvement Plan

Mission Statement

One Goal. One Team. One Vision. World Class.

Vision

Creating a culture of world-class excellence for all.

Value Statement

We are focused on creating a learning environment focused around our core values of being safe, respectful, and responsible. We will focus our systems around staff culture, student culture, data driven instruction, collaborative planning/internalization, and observation and feedback.

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Comprehensive Needs Assessment

Student Learning

Summary

Forest Lane Academy is committed to supporting all students growing and achieving high levels of success. We use multiple data points in order to determine the best course of action to help support student growth and learning needs.

2023 STAAR Data for our campus shows that:

- TBD

2023 TELPAS Data for our campus shows that:

- TBD

NWEA Map Data for our campus shows:

- MAP Reading shows that 69% of students met their growth goal.
- MAP Math shows that 73% of students met their growth goal.

MClass Data for our campus shows that:

- 45% of our kinder students ended on Tier 1 for composite score.
- 68% of our 1st grade students ended on Tier 1 for composite score.

CIRCLE Data for our campus shows that:

- 71% of prek students were on track for rapid letter naming.
- 83% of prek students were on track for math overall.

Strengths

Student Learning Strengths:

- Math MAP and Reading MAP had higher rates of students meeting growth goals in comparison to the p
- PreK CIRCLE Data showed a strength in rapid letter naming, story retell, and letter sound corresponder
- MClass data showed higher rates of student growth when assessing reading fluency of nonsense words

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	All students are not yet meeting growth goals.	We as a campus need to review how we are serving our tier 1 students in a way that allows them to meet their growth goals. We also as a campus need to understand how we can better support our 1st graders in meeting their growth goals on MAP.

★ = Priority

School Processes & Programs

Summary

Forest Lane Academy teachers are highly qualified professionals who are committed to all students connecting, growing, learning and succeeding.

We believe in fostering opportunities for growth for each child and offer intervention and extensions both during the school day and before/after school to promote student success.

Forest Lane Academy 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: (Select)

- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Empowerment Committee
- Gifted and Talented Services
- Multilingual Services
- Pre-K services
- MTSS Processes
- Special Education Services
- Student Services
- Over 15 Extracurricular Activity Opportunity
- New Teacher Academies for FLA Teachers
- PLC Processes for all departments

Strengths

School Processes and Programs Strengths:

Our staff is highly committed to the success of each student.

Our schedule offer opportunities for teachers and staff to work collaboratively to meet the needs of students. We host PLCs twice a week and also offer after school learning opportunities.

Our campus culture supports a positive learning environment where students academic as well as social and emotional needs are met. We take pride in offering over 15 extracurricular activities.

A culture of high expectations and positive attitudes among the staff have created a supportive and collaborative

culture that encourages the growth of all on our campus.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Processes and Programs need to continue to promote engagement within and outside of the school building by clearly communicating our systems and vision.	Areas of focus will be parent engagement and MTSS Processes

★ = Priority

Perceptions

Summary

Forest Lane Academy is committed to providing a supportive, collaborative and invested culture among students, staff, families and community. We encourage stakeholder involvement and feedback and offer various ways for the family and community to support as a volunteer, member of our site-based campus committee, and PTA.

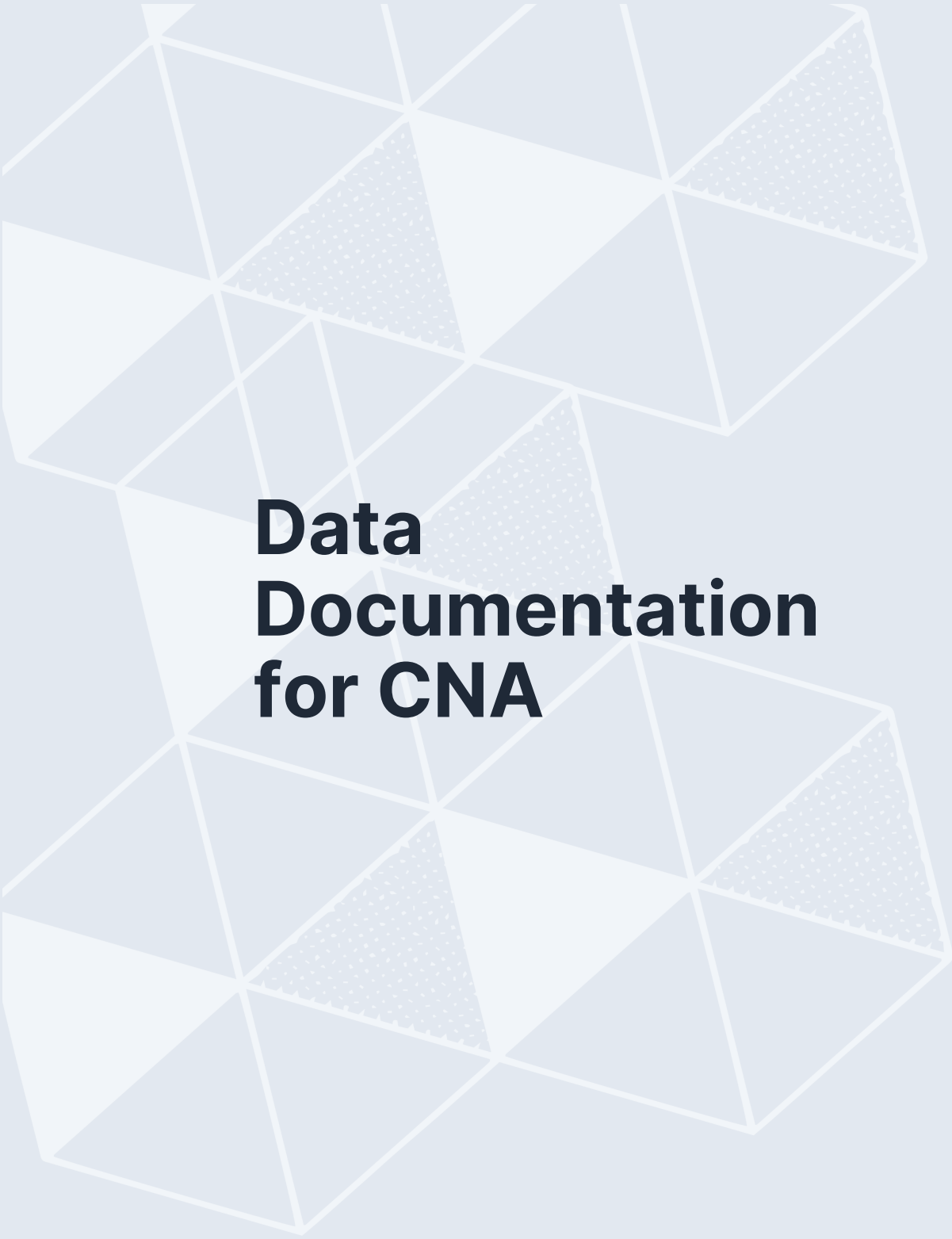
Strengths

100% teachers understand their role in implementing our school's key actions. Our campus bases its action on the core beliefs of the district.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Not all demographic populations have achieved their full potential academically or behaviorally.	

★ = 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
- ☒ Campus goals
- ☒ Performance Objectives with summative review (prior year)

Accountability Data

- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas approved PreK - 2nd grade assessment data

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

Student Data: Behavior and Other Indicators

- ☒ Attendance data

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ State certified and high quality staff data
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback



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 HB3 Goal

100% of students will meet North Star Goal expectations.

Evaluation Data Source: Learning Management Systems, MAP Data, District Assessment Data, Branching Minds to track Intervention Data, Individualized Education Plan Progress Monitoring Reports, Summit K12 usage reports, Campus Out of Place Document

Strategy 1 Targeted Support Strategy

All students will identify a student achievement growth (data) goal and graduate profile (life ready) goal and submit quarterly evidence of progress towards that goal.

Strategy's Expected Result/Impact: Students will demonstrate ownership of their learning through tracking their academic performance and uploading artifacts as evidence of their life ready goal achievements.

Staff Responsible for Monitoring: Teachers, Academic Success Coaches, Counselors, and Administrators

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

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

Formative Reviews

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Strategy 2

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

Strategy's Expected Result/Impact: More than 95% of the students will have test results in MAP BOY, MOY, and EOY.

Staff Responsible for Monitoring: Teachers and Academic Success Coaches

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

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

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Strategy 3

Utilize Schoology for students to set and track goals. Four artifacts added to the Schoology Portfolio -- one per quarter. (All training provided by iTeam.)

Strategy's Expected Result/Impact: Students will demonstrate their progress towards life ready goal mastery by uploading artifacts quarterly.

Staff Responsible for Monitoring: Teachers and Academic Success Coaches

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

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

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Strategy 4

Identified students will attend Saturday school and after school tutoring to reach their growth goal and or achievement level on MAP and STAAR.

Strategy's Expected Result/Impact: 85% of students will meet their STAAR growth goal in reading and math. 70% of students will pass STAAR at the meets or masters level.

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Strategy 5 Targeted Support Strategy Additional Targeted Support Strategy

We will hire a retired teacher to tutor 3rd, 4th, and 5th grade students in reading and math during the day to ensure they meet their growth goals.

Strategy's Expected Result/Impact: 85% of students will meet their STAAR growth goal in reading and math. 70% of students will pass STAAR at the meets or masters level.

Staff Responsible for Monitoring: Principal and Assistant Principals

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 2

100% of staff will meet North Star Goal expectations

Evaluation Data Source: TTESS and Schoology Portfolios (Professional Goals)

Strategy 1

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

Strategy's Expected Result/Impact: Staff will demonstrate ownership of personal professional goal and submit evidence for progress towards mastery.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Utilize Schoology for teachers to set and track goals. Four artifacts added to the Schoology Portfolio -- one per quarter. (All training provided by iTeam.)

Strategy's Expected Result/Impact: Staff will demonstrate ownership of personal professional goal and submit evidence for progress towards mastery.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

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

Evaluation Data Source: Focus Discipline Data and Branching Minds Documentation

Strategy 1

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

Strategy's Expected Result/Impact: Continue use of management trajectory that includes clear behavior expectation using voice, body, and time followed by positive reinforcement.

Staff Responsible for Monitoring: Student Culture Coach, Counselors, and Administration

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Strategy 2

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

Strategy's Expected Result/Impact: Have regular check-in/check-out systems along with small groups for tier 2 students. Regularly meet with admin and student culture team to discuss progress and determine next steps.

Staff Responsible for Monitoring: Counselors and Student Culture Coach

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Strategy 3

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

Strategy's Expected Result/Impact: All students and staff will understand and create a safe, respectful, and responsible learning environment.

Staff Responsible for Monitoring: Counselors, Students Culture Coach, and Campus Administration

TEA Priorities: Improve low-performing schools

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

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Performance Objective 4

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

Evaluation Data Source: Branching Minds documentation for all tier 2 and 3 students.

Strategy 1

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

Strategy's Expected Result/Impact: At-risk student student populations will receive targeted, timely interventions tailored to their specific needs, leading to increased academic achievement, closed performance gaps on state assessments, and improved progress toward grade-level mastery and North Star Goals.

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Strategy 2

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

Strategy's Expected Result/Impact: Tier 2 and 3 students will receive accelerated instruction.

Staff Responsible for Monitoring: Academic Success Coaches and Administration

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

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Strategy 3

Identify and progress monitor students in need of support using defined parameters for attendance, behavior, reading and math intensive courses, and course failures using Branching Minds.

Strategy's Expected Result/Impact: Early identification across academic and behavioral metrics will improve student attendance, reduce behavioral disruptions, and elevate reading and math proficiency levels across campus.

Staff Responsible for Monitoring: Administrators, Academic Success Coaches, and Teachers

TEA Priorities: Improve low-performing schools

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Strategy 4

Based on Title I 10 components needs assessment, progress monitor students in subpopulations including Asian, Hispanic, African American, and Emergent Bilingual for math and reading.

Strategy's Expected Result/Impact: Subpopulations will make expected growth on MAP and STAAR.

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Performance Objective 5

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

Evaluation Data Source: Branching Minds, Too Good for School, Discipline data in Focus

Strategy 1

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

Strategy's Expected Result/Impact: Students will receive guidance lessons and increase their ability to emotional regulation leading towards one year's growth on North Star Goal

Staff Responsible for Monitoring: Counselors and Classroom Teachers

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Strategy 2

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

Strategy's Expected Result/Impact: Students will increase ability to emotionally regulate and develop character.

Staff Responsible for Monitoring: Counselors and Classroom Teachers

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Performance Objective 6

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

Evaluation Data Source: Too Good for Drug curriculum, Campus Emergency Response Team documents, Sentinnel (Threat Assessment)

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: 4th and 5th grade students will learn decision making and peer refusal strategies through Too Good for Drugs curriculum.

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Strategy 2

Campus Emergency Response Team (ERT) will conduct a round table drill in the fall and an all-campus AED drill in February to coincide with heart month.

Strategy's Expected Result/Impact: Staff will know what to do in the even of an emergency.

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Strategy 3

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

Strategy's Expected Result/Impact: The threat assessment team will respond accurately and efficiently as needed.

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Goal 2

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

Performance Objective 1

 High Priority

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

Evaluation Data Source: Teacher Feedback on Walkthroughs and TTESS appraisal, Teacher Incentive Allotment District Feedback

Strategy 1

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

Strategy's Expected Result/Impact: Teachers will grow in their TTESS appraisal/summative through implementing feedback from walktroughs and coaching cycles.

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: Campus retention data

Strategy 1

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

Strategy's Expected Result/Impact: Campus administration will have the opportunity to respond to staff feedback and monitor school culture.

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 2

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

Strategy's Expected Result/Impact: Increase in staff morale and retention as documented in the EOY campus climate survey.

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: TTESS appraisal system

Strategy 1

Implement a continuous performance coaching cycle that includes regular observations, timely feedback, goal setting, and individualized support to strengthen employee effectiveness and improve student outcomes.

Strategy's Expected Result/Impact: Increase in teacher's performance evidenced by TTESS appraisal and summatives.

Staff Responsible for Monitoring: Campus Administration

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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: Frequent TTESS walkthrough data

Strategy 1

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

Strategy's Expected Result/Impact: Growth in Pre-K CLI data

Staff Responsible for Monitoring: Teachers, Campus Administrators, PK Academic Success Coach

TEA Priorities: Improve low-performing schools

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

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Strategy 2

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

Strategy's Expected Result/Impact: PK Students will increase in CLI letter recognition and math

Staff Responsible for Monitoring: Academic Success Coaches and Campus Administrations

TEA Priorities: Improve low-performing schools

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

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Strategy 3

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

Strategy's Expected Result/Impact: 55% of students increase in MAP Growth Reading

Staff Responsible for Monitoring: Teachers, Campus Administrators, and Academic Success Coaches

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

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

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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 through the use of HQIM in K-2nd classrooms.

Strategy's Expected Result/Impact: 55% of students increase in MAP Growth Math Data

Staff Responsible for Monitoring: Teacher, Academic Success Coaches, and campus administration

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Performance Objective 2 HB3 Goal

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

Evaluation Data Source: MAP Growth scores in Reading, Math, and Science for specified subpopulation

Strategy 1

Implement ESL content-based model in K-5 grades. Utilize Linguistic Acquisition Teachers to support ELlevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs)

Staff Responsible for Monitoring: Classroom Teachers, Language Acquisition Teacher, Academic Success Coaches, and Campus Administration

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Special Education students will receive services and MAP/STAAR data will increase.

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

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

Strategy's Expected Result/Impact: 55% or more GT Students will reach MAP Growth goal and reach the Meets/Masters target on STAAR.

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Performance Objective 3

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

Evaluation Data Source: TTESS, MAP Data, STAAR Data

Strategy 1

Address and increase STAAR/EOC performance for students in 3rd grade Math and Reading.
Reading 2026-2027 goal= 51% Meets and Math 2026- 2027 goal= 45% Meets per BOT goals.

Strategy's Expected Result/Impact: In 3rd grade reading 51% or more of students will be at the Meets. In 3rd grade math 45% or more of students will be at the Meets.

Staff Responsible for Monitoring: 3rd grade teacher, Academic Success Coaches, and Campus Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Implement High-Quality Instructional Materials (HQIM) in K-5, supported by continuous, differentiated feedback for all campus staff.

Strategy's Expected Result/Impact: Frequent walkthrough data will support teacher growth and CIAs, campus assessments, MAP data, and STAAR data

Staff Responsible for Monitoring: Academic Success Coaches Campus Administrators

TEA Priorities: Improve low-performing schools

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

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Strategy 3

Strengthen and monitor weekly PLCs and lesson internalization to ensure teachers deeply plan, unpack standards, and align High Quality Instructional Materials (HQIM) prior to instruction using district protocols and resources.

Strategy's Expected Result/Impact: Team Leads and Academic Success Coaches will facilitate weekly PLCs on lesson internalization following the Bambrick model.

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4

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

Strategy's Expected Result/Impact: Team Leads and Administrators facilitate Weekly Data Meeting on exit tickets, campus based assessments, and district assessments and adjust WIN Time plans based on student data.

Staff Responsible for Monitoring: Team Leads, Academic Success Coaches, and Campus Administrators

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

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

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Strategy 5

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

Strategy's Expected Result/Impact: The Principal will receive coaching on implementing systems on campuses and feedback provided to teachers resulting in academic growth for all scholars.

Staff Responsible for Monitoring: Campus Principal

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Performance Objective 4

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

Evaluation Data Source: District Survey Data

Strategy 1

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

Strategy's Expected Result/Impact: Students passive screen time will decrease and will become more purposeful in using technology to create and learn.

Staff Responsible for Monitoring: District I-Team Member and Campus Administrators

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Strategy 2

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

Strategy's Expected Result/Impact: Students will collect evidence towards goal mastery and share schoology and Seesaw portfolios with parents in Spring Open House.

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Strategy 3

Maintain a visible showcase of specialized academic programming during campus events and parent nights.

Strategy's Expected Result/Impact: FLA will have 2-3 student performances throughout the school year and 3-5 garden events.

Staff Responsible for Monitoring: Specials Teachers and Campus Administration

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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.

Strategy 1

Implement AVID strategies in all PK-5th grade classrooms via the AVID site team.

Strategy's Expected Result/Impact: Increase in individual determination

Staff Responsible for Monitoring: AVID Site team and Campus administrators

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Strategy 2

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

Strategy's Expected Result/Impact: Students will explore careers through Biztown and Career Day

Staff Responsible for Monitoring: AVID Site Team, Career Day Committee, and 5th Grade Teachers

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Strategy 3

Campus will monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance rate of 93.55% or higher.

Strategy's Expected Result/Impact: Student attendance percentage will increase by .5%

Staff Responsible for Monitoring: Teachers, School Counselors, Student Data Secretaries, and Campus Administrators

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 6

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

Evaluation Data Source: LIFT rubrics and STAAR Data

Strategy 1

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

Strategy's Expected Result/Impact: Student discipline data will decrease and 85% of students will meet STAAR growth goal and MAP growth goal in reading and math

Staff Responsible for Monitoring: Teachers, Academic Success Coaches, and Campus Administrators

TEA Priorities: Improve low-performing schools

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

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Strategy 2

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

Strategy's Expected Result/Impact: 85% of students will meet STAAR growth goal in reading and math and 70% of students will perform at the meets level for STAAR reading and math.

Staff Responsible for Monitoring: Academic Success Coaches and Campus Administrators

TEA Priorities: Improve low-performing schools

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

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

Performance Objective 1

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

Evaluation Data Source: District Survey

Strategy 1

Continue partnership with local apartments and community businesses.

Strategy's Expected Result/Impact: Increased presence from local businesses and partnerships at school wide events like Spooky Family Fun Night and Backpack Bash

Staff Responsible for Monitoring: PTA and Campus Administrators

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

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

Evaluation Data Source: Parent Square Data

Strategy 1

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

Strategy's Expected Result/Impact: All families will be better informed about school activities and student learning

Staff Responsible for Monitoring: Campus Administrators

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Strategy 2

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

Strategy's Expected Result/Impact: All families will be informed about school activities and student learning

Staff Responsible for Monitoring: Social media team, school LITE, and Campus Administrator

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Performance Objective 3

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

Evaluation Data Source: District Survey

Strategy 1

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

Strategy's Expected Result/Impact: Parents will be informed about their scholar's growth targets and progress.

Staff Responsible for Monitoring: Teachers and Campus Administrators

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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 effective and efficient manner.

Evaluation Data Source: None

Strategy 1

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

Strategy's Expected Result/Impact: All staff will handle ordering and money collecting properly

Staff Responsible for Monitoring: Campus Administrators, Executive Assistant

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Campus energy will be utilized efficiently

Staff Responsible for Monitoring: Campus Administrators and Executive Assistant

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Performance Objective 2

Provide a safe, comfortable, and well-maintained environment.

Strategy 1

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

Strategy's Expected Result/Impact: Campus will comply with SB 12

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

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

Strategy's Expected Result/Impact: Implement Safety week and practice all drills

Staff Responsible for Monitoring: Campus Administrators, Campus Security Officer, Counselors

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3

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

Strategy's Expected Result/Impact: Students will know what to do in case of emergency

Staff Responsible for Monitoring: Teachers, Counselors, and Campus Administrators

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 3

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

Strategy 1

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

Strategy's Expected Result/Impact: Teachers will be able to submit work tickets and district technology will be able to resolve tickets in a timely manner.

Staff Responsible for Monitoring: Library Information Technology Educator and Campus Administrators

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 4

Implement Bond 2025

Evaluation Data Source: 2025 Bond

Strategy 1

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

Strategy's Expected Result/Impact: All technology will be updated based on the Bon 2025 timeline

Staff Responsible for Monitoring: Campus Administrator and district technology tem

Formative Reviews

NovemberJanuaryMarchJune