

Richardson Independent School District



Forest Meadow Middle School

Accountability Rating: B

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Forest Meadow Middle School is to educate, empower and enable all students to become caring, contributing leaders who can succeed in an ever-changing world. Our students will excel through a supportive learning environment that promotes their leadership skills, social/emotional health and specific academic content through engaging instruction designed for the 21st century learner.

Vision

At Forest Meadow Middle School, we believe every student deserves to learn and grow in a community where they feel safe, responsible, and respectful. Our vision is to create a school environment that nurtures academic excellence, social-emotional growth, and personal responsibility, empowering students to thrive both in and out of the classroom.

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

Focus

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

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Goals

Goal 1

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

Performance Objective 1 High Priority

100% of students will meet North Star Goal expectations.

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

Strategy 1 Targeted Support Strategy Additional 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: Increases in NWEA MAP scores, STAAR EOC scores, and positive student climate and culture survey results.

Staff Responsible for Monitoring: Administration
Classroom Teachers
Advisory Teachers

Title I: 2.5.1

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Strategy 2 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increases in NWEA MAP growth scores, Common Interim Assessment (CIA) proficiency growth, and overall grades

Staff Responsible for Monitoring: Math, RLA, and Science Teachers

Title I: 2.5.1

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Strategy 3 Targeted Support Strategy

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: Increases in NWEA MAP scores, overall grades, and student participation rates.

Staff Responsible for Monitoring: All training provided by iTeam
Administration
Classroom Teachers

Title I: 2.5.1

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Performance Objective 2 High Priority

100% of staff will meet North Star Goal expectations

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

Strategy 1 Targeted Support Strategy

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: Increases in T-TESS dimension scores, teacher retention rates and instructional walkthrough data scores

Staff Responsible for Monitoring: Administration
Teachers and Staff

Title I: 2.5.1

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Strategy 2 Targeted Support Strategy

Utilize Schoology for teachers to set and track goals. Four artifacts added to the Schoology Portfolio -- one per quarter.

Strategy's Expected Result/Impact: Increases in teacher retention, campus climate and culture survey scores, and overall NWEA MAP growth scores.

Staff Responsible for Monitoring: All training provided by iTeam
Administration
Teachers

Title I: 2.5.1

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Strategy 3 Targeted Support Strategy

Provide designated collaborative time during vertical team meetings and campus professional development days every 9 weeks for staff to update their professional portfolios and analyze peer goal-attainment evidence in Schoology.

Strategy's Expected Result/Impact: Increases in teacher retention, campus climate and culture survey scores, and overall STAAR/EOC passing rates.

Staff Responsible for Monitoring: Administration
Teachers and Staff

Title I: 2.5.3

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Performance Objective 3 High Priority

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

Evaluation Data Source: Student performance data
STAAR/EOC
MAP

Strategy 1 Targeted Support Strategy

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan by utilizing the RISD Code of Civility and Behavior Framework.

Strategy's Expected Result/Impact: Decreases in discipline referral numbers and ISS/OSS days, alongside increases in student attendance rates.

Staff Responsible for Monitoring: MTSS Behavior Team
Administration
Culture Coach
Classroom Teachers

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2 **Targeted Support Strategy**

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: Decreases in discipline referral numbers, ISS/OSS days nad DAEP placement rates.

Staff Responsible for Monitoring: MTSS Behavior Team
Administration
Culture Coach
Classroom Teachers

Title I: 2.5.3

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Strategy 3 **Targeted Support Strategy**

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

Strategy's Expected Result/Impact: Decreases in discipline referral numbers, alongside increases in student climte and culture survey scores and instructional walkthrough data scores.

Staff Responsible for Monitoring: MTSS Behavior Team
Administration
Culture Coach
Classroom Teachers

Title I: 2.5.3

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Performance Objective 4

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

Strategy 1 Targeted Support Strategy

Implement improved tiered systems of support for students identified at-risk (economically disadvantaged, failed STAAR, McKinney Vento, emerging bilingual, special education) by leveraging a MTSS coordinator (a member of the admin team) to facilitate bi-weekly MTSS team data meetings, evaluate student progress and streamline targeted Tier 2 and Tier 3 intervention placements.

Strategy's Expected Result/Impact: Increases in STAAR/EOC scores, TELPAS progress rates, and attendance rates.

Staff Responsible for Monitoring: MTSS Coordinator (member of admin team)

Administration

Culture Coach

Classroom Teacher

Title I: 2.5.3

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Strategy 2 Targeted Support Strategy

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: Increases in Common Interim Assessment (CIA) proficiency growth, NWEA MAP scores, and overall grades.

Staff Responsible for Monitoring: Administration

Title I: 2.5.2

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Strategy 3 Targeted Support Strategy

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: Increases in attendance rates and overall grades, alongside decreases in discipline referral numbers.

Staff Responsible for Monitoring: Administration
Counselors

Title I: 2.5.2

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Strategy 4 Targeted Support Strategy

Address Title I 10 Components based on needs assessment

Strategy's Expected Result/Impact: Increases in STAAR/EOC scores, increases in Common Interim Assessment (CIA) proficiency growth, NWEA MAP scores, and overall grades by incorporating Saturday Schools and Twilight camps with Title I funds.

Staff Responsible for Monitoring: Administration
Classroom teachers

Title I: 2.5.3

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Strategy 5 Targeted Support Strategy

Utilize an Academic Success Coach to provide job-embedded professional development, classroom modeling, and targeted coaching for teachers. The coach will collaborate with the PLCs and ILT to maintain TEKS alignment, support scope and sequence implementation, and work directly with students to facilitate innovative, student-centered instruction.

Strategy's Expected Result/Impact: Targeted coaching and modeling by the Academic Success Coaches with increase TEK-aligned instructional fidelity, accelerate new teacher growth, and boost student achievement through innovative, student-centered learning.

Staff Responsible for Monitoring: Administration

Title I: 2.5.2

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Strategy 6 Targeted Support Strategy

Tutoring sessions will instruct identified students with additional supports in reading and math once per week.

Strategy's Expected Result/Impact: Weekly targeted tutoring in reading and math will accelerate skill mastery, improve classroom performance, and increase student growth on district assessments.

Staff Responsible for Monitoring: Department Chairs
Academic Success Coaches
Administration
Classroom Teachers

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

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Strategy 7 Targeted Support Strategy

Educators will instruct identified students with additional supports in reading, math, social studies, and science four to six times a year.

Strategy's Expected Result/Impact: Targeted Saturday instruction in reading, math, social studies, and science will close learning gaps, reinforce TEKS mastery, and improve student performance on district and state assessments.

Staff Responsible for Monitoring: Academic Success Coaches
Classroom Teachers
Administration

Title I: 2.5.2

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Strategy 8 Targeted Support Strategy

Campus Parent Family Engagement activities will be held throughout the year to inform, gather feedback, collaborate, and engage parents/families with their student's education.

Strategy's Expected Result/Impact: Increase family engagement and collaboration, resulting in higher parent participation rates and stronger home-school partnerships that support student achievement.

Staff Responsible for Monitoring: Title I Liaison
Administration

Title I: 2.5.2

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Strategy 9 Targeted Support Strategy

Campus Parent Engagement Liaison will plan, develop, implement, and lead Parent/Family Engagement Activities throughout the school year.

Strategy's Expected Result/Impact: Leadership by the Parent Engagement Liaison will expand family outreach and community partnerships, driving higher event attendance and active parental involvement in student success.

Staff Responsible for Monitoring: Title I Liaison
Administration

Title I: 2.5.3

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Strategy 10 Targeted Support Strategy

Provide funding for extended contract days for the Instructional Leadership Team immediately prior to the start of the school year. Extra days will be dedicated to collaborating with campus administration on CIP alignment, analyzing state and local assessment data, planning the campus professional development calendar, and preparing support structures for incoming teaching staff.

Strategy's Expected Result/Impact: Pre-year ILT extended days will produce a fully aligned CIP, a data-driven PD calendar, and structured support systems, leading to a smooth campus start and consistent instructional delivery from day one.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I: 2.5.2

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Strategy 11 Targeted Support Strategy

Selected educators will participate in planning days to review data, identify student needs, and plan for upcoming instruction.

Strategy's Expected Result/Impact: Dedicated teacher planning days will sharpen data-driven instruction, leading to targeted lesson adjustments, stronger TEKS alignment, and accelerated academic growth for identified students.

Staff Responsible for Monitoring: Academic Success Coaches
Classroom Teachers
Administration

Title I: 2.5.2, 2.5.3

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Strategy 12 Targeted Support Strategy

Utilize Culture Coach to deliver academic supervision, MTSS/Emergent Tree behavioral interventions, and proactive outreach.

Strategy's Expected Result/Impact: Reduced repeat ISS/OSS referrals and increased academic assignment completion rates among participating at-risk students.

Staff Responsible for Monitoring: Culture Coach
Administration

Title I: 2.5.3

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Performance Objective 5

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

Strategy 1 Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increases in ASCA Use of Time Analysis Calculator 80/20 counselor time-tracker compliance rates, student climate and culture survey scores, and student participation rates.

Staff Responsible for Monitoring: Counselors
District Counseling Services
Administration

Title I: 2.5.3

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Strategy 2 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Decreases in discipline referral numbers, alongside increases in positive student climate and culture survey scores.

Staff Responsible for Monitoring: Social Studies Teachers
Administration

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Strategy 3 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increases in staff climate and culture survey scores, Tier II/III MTSS progress monitoring data scores, and student participation.

Staff Responsible for Monitoring: Counselors
District Counseling Services

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Performance Objective 6

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

Strategy 1 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Decreases in discipline referral numbers and DAEP placement rates, alongside increases in student climate and culture survey scores.

Staff Responsible for Monitoring: Counselors
District Counseling Services
District Student Services

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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: Increases in staff safety climate survey scores, student participation rates, and emergency response readiness

Staff Responsible for Monitoring: Nurse
Administration

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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: Decreases in disciplinary recidivism, alongside increases in Threat Assessment monitoring log completion and campus safety climate scores.

Staff Responsible for Monitoring: Administration
District Student 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: Increases in student participation rates, student safety awareness, and positive campus climate survey scores

Staff Responsible for Monitoring: Counselors
District Counseling Services

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Strategy 5 **Targeted Support Strategy**

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: Decreases in DAEP placement rates and disciplinary recidivism, alongside increases in student attendance rates.

Staff Responsible for Monitoring: Counselors
Culture Coach
Administration

Title I: 2.5.3

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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

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

 Targeted Support Strategy

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: Increases in instructional walkthrough data scores, TTESS dimension scores, and teacher retention rates

Staff Responsible for Monitoring: Administration
Academic Success Coaches

Title I: 2.5.2

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Strategy 2

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

Strategy's Expected Result/Impact: Increases in instructional walkthrough data scores and positive staff climate and culture survey results

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

Title I: 2.5.2

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Performance Objective 2 **High Priority**

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

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

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

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

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

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

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

Strategy 1

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

Strategy's Expected Result/Impact: Increases in teacher retention rates and positive staff climate and culture survey scores.

Staff Responsible for Monitoring: Administration
Human Resources

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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: Increases in staff climate and culture survey scores and teacher retention rates

Staff Responsible for Monitoring: Administration
Human Resources

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Performance Objective 3

Develop and implement a performance management system for all employee groups to ensure high quality staff 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 Targeted Support Strategy

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: Increases in TTESS dimension scores, instructional walkthrough data scores, and STAAR/EOC scores

Staff Responsible for Monitoring: Administration
Instructional Leadership Team
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 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

STAAR

TELPAS

CIA

Strategy 1 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increase in STAAR and TELPAS scores and an increase in students exiting from ESL. Also, an increase and improvement in English Proficiency.

Staff Responsible for Monitoring: LAT

ESL Teachers

Classroom Teacher

Administration

Title I: 2.5.2, 2.5.3

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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: Increases in Special Education IEP goal-mastery rates and STAAR/EOC passing scores.

Staff Responsible for Monitoring: Administration

Special Education Teachers

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Strategy 3

Ensure differentiated strategies and curricula are used to meet the needs of gifted and talented students by incorporating quarterly calibrated walks with the Advanced Learning Department.

Strategy's Expected Result/Impact: Intentional and meaningful Depth and Complexity with the GT curriculum.

Staff Responsible for Monitoring: Counselors
Administration
Advanced Learning Dept.

Title I: 2.5.1

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Strategy 4 Targeted Support Strategy

Utilize Resource and TIA caseload student data trackers to monitor individual student progress, adjust targeted interventions, and address campus Special Education accountability targets.

Strategy's Expected Result/Impact: Increases in Special Education IEP goal- mastery rates, STAAR/EOC passing scores, NWEA MAP Growth and Common Interim Assessment (CIA) proficiency growth.

Staff Responsible for Monitoring: Classroom Teachers
SPED Case Managers
Administration

Title I: 2.5.3

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Performance Objective 2 High Priority

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

Strategy 1 Targeted Support Strategy

Address and increase STAAR/EOC performance for students in targeted subjects--targeting 66% in Meets level or higher on the 7th grade Reading STAAR, 43% or Meets level or higher on the 8th grade Math STAAR, and 45% Meets level or higher in the Algebra I EOC--by utilizing data trackers to monitor mastery and deliver aligned intervention and enrichment opportunities.

Strategy's Expected Result/Impact: Increases in STAAR/EOC scores, NWEA MAP growth scores, Common Interim Assessment (CIA) proficiency growth, and overall course grades.

Staff Responsible for Monitoring: Administration
Academic Success Coaches
Classroom Teachers

Title I: 2.5.2

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Strategy 2 Targeted Support Strategy

Implement High-Quality Instructional Materials (HQIM) in grades 7-Algebra I mathematics, supported by continuous, differentiated training for all campus staff aligned to the Learner Framework through district-wide professional development days, campus site team support, professional learning communities (PLCs), and curriculum pull-out days.

Strategy's Expected Result/Impact: Increases in instructional walkthrough data scores, NWEA MAP math growth scores, Common Interim Assessment (CIA) proficiency growth, and STAAR/EOC scores.

Staff Responsible for Monitoring: Administration
Academic Success Coaches
Classroom Teachers

Title I: 2.5.2, 2.5.3

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Strategy 3 Targeted Support Strategy

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: Increases in instructional walkthrough data scores, NWEA MAP math scores, and STAAR/EOC scores.

Staff Responsible for Monitoring: Administration
Academic Success Coaches
Classroom Teachers

Title I: 2.5.1, 2.5.2

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Strategy 4  **Targeted Support Strategy**

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

Strategy's Expected Result/Impact: Increases in PLC fidelity rates, Common Interim Assessment (CIA) proficiency growth, and STAAR/EOC scores.

Staff Responsible for Monitoring: Administration
Academic Success Coaches
Classroom Teachers

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Strategy 5  **Targeted Support Strategy**

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

Strategy's Expected Result/Impact: Increases in STAAR/EOC scores, NWEA MAP growth scores, and PLC fidelity rates.

Staff Responsible for Monitoring: Administration
Academic Success Coaches
Classroom Teachers

Title I: 2.5.3

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Strategy 6 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increases in instructional walkthrough data scores, STAAR/EOC scores, and NWEA MAP growth scores.

Staff Responsible for Monitoring: Administration
Academic Success Coaches
Classroom Teachers

Title I: 2.5.2

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Performance Objective 3

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

Evaluation Data Source: Increased student enrollment
Increased engaging experiences
Increased neighborhood community engagement

Strategy 1

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

Strategy's Expected Result/Impact: Increases in instructional walkthrough data scores, student engagement rates, NWEA MAP growth scores

Staff Responsible for Monitoring: Administration
Classroom Teachers

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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 through district-wide professional development days, campus site team support, professional learning communities (PLCs) and curriculum pull-out

days.

Strategy's Expected Result/Impact: Increases in instructional walkthrough data scores, NWEA MAP growth scores, STAAR/EOC scores, and student engagement rates.

Staff Responsible for Monitoring: Administration
Central Content Directors
Classroom Teachers

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Strategy 3 Targeted Support Strategy

Maintain a visible showcase of specialized academic programming during campus events, parent nights, and neighborhood tours to spotlight student outcome artifacts and support the district's "The ONE" initiative.

Strategy's Expected Result/Impact: Increases in parent engagement rates and positive community climate survey scores.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

Title I: 2.5.3

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Performance Objective 4 High Priority

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

Evaluation Data Source: State Assessments

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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: Meeting the target indicators specifically for our Asian population

Staff Responsible for Monitoring: Administration
Academic Success Coaches
Classroom Teachers

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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 Targeted Support Strategy

Achieve a campus-wide attendance target of 93.71% Average Daily Attendance (ADA) by celebrating quarterly attendance, implementing student incentive programs, addressing attendance concerns in admin/senior leadership meetings and review real-time attendance data, and creating targeted support plans for chronically absent students

Strategy's Expected Result/Impact: Increases in attendance (ADA), student participation rates, and overall course grades, alongside decreases in chronic absenteeism rates.

Staff Responsible for Monitoring: Administration
Counselors

Title I: 2.5.3

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Strategy 2

Support district college and career readiness by regularly reviewing student dropout tracking data, embedding Math TSIA2 preparation and testing, and implementing targeted academic supports to earn a TEA Distinction Designation in Postsecondary Readiness

Strategy's Expected Result/Impact: Increases in TSIA2 qualification rates, NWEA MAP math growth scores, and STAAR/EOC scores, alongside decreases in chronic absenteeism rates.

Staff Responsible for Monitoring: Administration
Counselors
Classroom Teachers

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Strategy 3 Targeted Support Strategy

Maintain and monitor systems to track student leavers and progress toward graduation, to identify students who have an unacceptable leaver code and implement timely interventions to support keeping students on track for graduation.

Strategy's Expected Result/Impact: Increases in student attendance rates and overall course grades, alongside decreases in chronic absenteeism rates, course failure numbers, and student dropouts.

Staff Responsible for Monitoring: Administration
Counselors
Classroom Teachers

Title I: 2.5.1

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Strategy 4 Targeted Support Strategy

Expand student access to carrer inspiration, exploration, and discovery through meaningful real-world learning experiences and exposure to a variety of career pathways, including BizTown career exploration for all 7th-grade students.

Strategy's Expected Result/Impact: Increases in student participation rates, student climate and cultrue survey scores, and overall course grades.

Staff Responsible for Monitoring: Administration
Counselors
Academic Success Coaches
CTE Teachers

Title I: 2.5.1

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Goal 4

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

Performance Objective 1

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

Evaluation Data Source:

Schedule of hosted district and campus events that support Community and business/organization engagement, event evaluations, and district partner survey data.

Strategy 1

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

Strategy's Expected Result/Impact: Increases in parent/community engagement rates and positive campus climate survey scores.

Staff Responsible for Monitoring: Administration

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Performance Objective 2

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

Evaluation Data Source: ParentSquare reports and data analytics

Strategy 1

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

Strategy's Expected Result/Impact: Increases parent engagement rates and favorable campus climate and culture survey scores.

Staff Responsible for Monitoring: Administration

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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: Increases parent and community engagement rates and positive campus climate survey scores.

Staff Responsible for Monitoring: Administration
RISD Insider

Formative Reviews

November

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Performance Objective 3

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

Evaluation Data Source: Completion of campus Growth Goal camps, implementation and evaluation of district and campus communication plan. Parent Survey Feedback.

Strategy 1 Targeted Support Strategy

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: Increases NWEA MAP growth scores, parent engagement rates, student attendance rates, and overall grades.

Staff Responsible for Monitoring: Administration
Classroom Teachers
Title I Liaison

Title I: 2.5.1, 2.5.3

Formative Reviews

November

January

March

June

Goal 5

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

Performance Objective 1

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

Strategy 1

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

Strategy's Expected Result/Impact: Increases in staff administrative compliance and operational audit ratings.

Staff Responsible for Monitoring: Administration
Executive Assistant

Formative Reviews

November

January

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Strategy 2

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

Strategy's Expected Result/Impact: Increases in facility sustainability metrics and operational resource efficiency

Staff Responsible for Monitoring: Administration

Formative Reviews

November

January

March

June

Performance Objective 2

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

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

Strategy 1

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

Strategy's Expected Result/Impact: Increases in parent engagement rates.

Staff Responsible for Monitoring: Administration
Classroom Teachers
Staff
Student Services

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: Increases in campus safety climate survey scores and student participation rates during emergency drills.

Staff Responsible for Monitoring: Administration
Classroom Teachers
Staff

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3

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

Strategy's Expected Result/Impact: Increases in campus safety climate survey scores and emergency protocol compliance rates.

Staff Responsible for Monitoring: Administration
Classroom Teachers
Staff

Formative Reviews

November

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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

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: Increases in instructional walkthrough data scores, student participation rates, and NWEA MAP growth scores.

Staff Responsible for Monitoring: Administration
Instructional Specialists
Campus Technology Representative

Formative Reviews

November

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Performance Objective 4

Implement Bond 2025.

Strategy 1

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

Strategy's Expected Result/Impact: Increase in staff and community climate and culture survey scores regarding facility environment.

Staff Responsible for Monitoring: Administration
District Office Personnel

Formative Reviews

November

January

March

June