

Richardson Independent School District



Forestridge Elementary

2026-2027 Campus Improvement Plan

Mission Statement

To inspire and develop successful, lifelong learners.

Vision

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

Value Statement

At Forestridge, we believe that all students can learn and grow with support from adults who work to build positive relationships, are reflective about their practice and are committed to continue to learn.

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Comprehensive Needs Assessment

Demographics

Summary

Student Demographics		Count	Percent
Gender			
Female		229	46.08%
Male		268	53.92%
Ethnicity			
Hispanic-Latino		157	31.59%
Race			
American Indian - Alaskan Native		0	0.00%
Asian		132	26.56%
Black - African American		159	31.99%
Native Hawaiian - Pacific Islander		0	0.00%
White		34	6.84%
Two-or-More		15	3.02%
Staff Information		Count	Percent
Administrative Support		11	18.03%
Teacher		42	68.85%
Educational Aide		8	13.11%

School Processes & Programs

Summary

Forestridge Elementary 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:

Dyslexia Services

Family Engagement

Fine Arts

Gifted and Talented Services

Multilingual Services

Pre-K services

Response to Intervention

Special Education Services

Student Services

MTSS

Strengths

Our staff is highly committed to the success of each student. Our schedule provides intentional, structured time for collaborative planning, progress monitoring, and interventions. FRE has a variety of afterschool clubs and programs for our students.

Perceptions

Summary

Forestridge Elementary is committed to providing a supportive, collaborative, and invested culture among students, staff, families, and the community. We encourage stakeholder involvement and feedback and offer various ways for families and the community to be a part of FRE (volunteer, site-based campus committee, PTA).

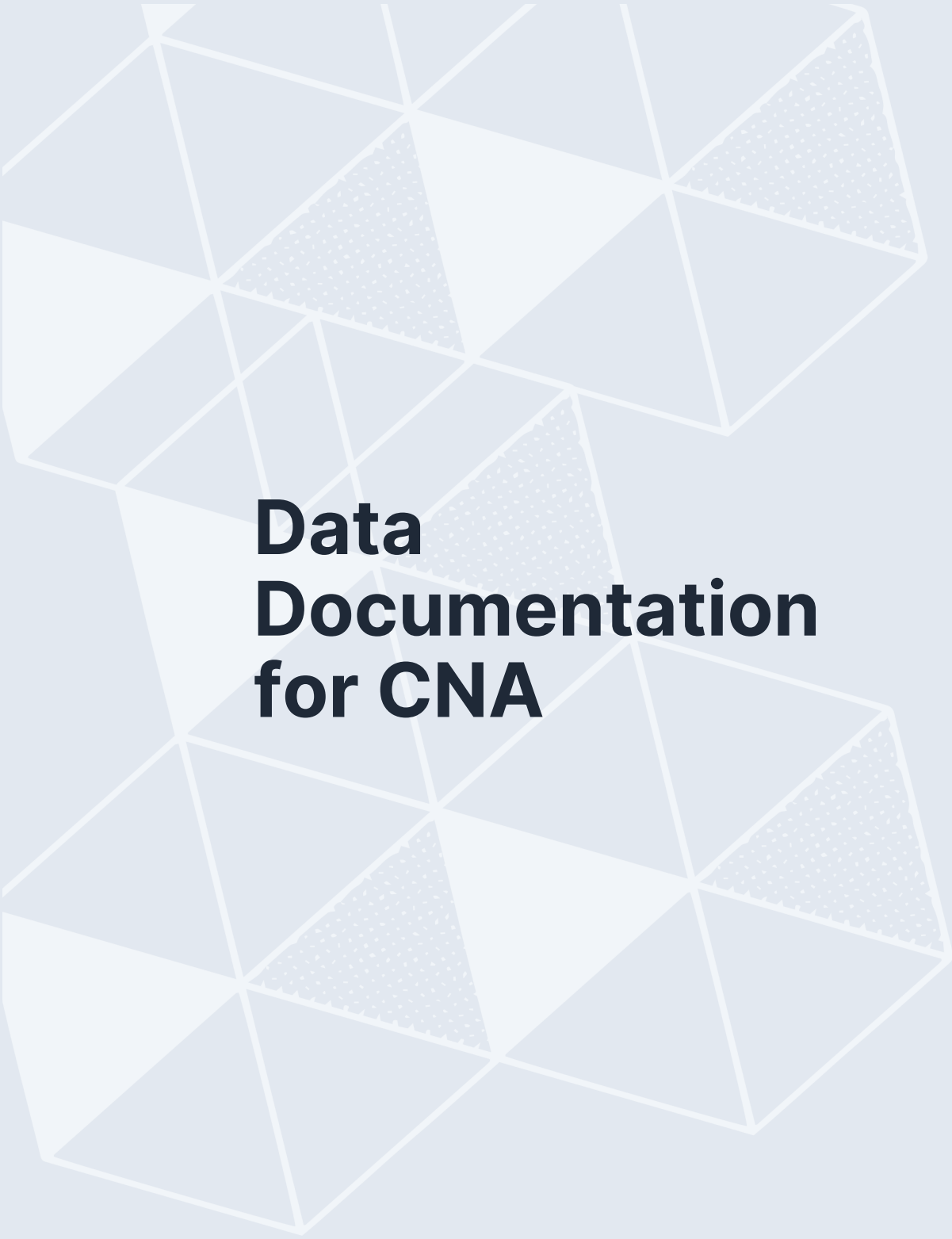
Strengths

Staff understands their role and takes ownership in implementing key campus actions to ensure academic growth for FRE students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Not all students are meeting yearly growth goals.	Lack of processes and protocols for monitoring progress regularly.

★ = 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
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Intervention 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
- ☒ 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
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ T-TESS data
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

☒ Parent engagement rate

Support Systems and Other Data

☒ Processes and procedures for teaching and learning, including program implementation

☒ Communications data

☒ Budgets/entitlements and expenditures data

☒ Technology and resource allocation data

☒ 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 will meet North Star Goal expectations.

Evaluation Data Source: STAAR current and longitudinal, Schoology, MAP, mCLASS, CIAs

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: 100% of students will have an attainable growth goal in Math and Reading, that they will meet by the end of 2027.

Staff Responsible for Monitoring: Classroom Teachers

Special Education Teachers

Academic Success

Campus Admin (

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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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: At least 95% of students will have a timely administration of the MAP Growth diagnostics by the creation of an effective plan that is well communicated to teachers, parents, and students, and reduces or eliminates teacher stress.

Staff Responsible for Monitoring: Campus Testing Coordinator(Planning and Scheduling) Campus Administrators (Approving and supervising the Plan and Schedule)

Title I: 2.5.1, 2.5.3

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

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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: 100% of students will have 4 artifacts aligned to their individual data and life-ready goals. Digital portfolios reflecting continuous student reflection, measurable goal tracking, and active family engagement during parent-teacher progress updates.

Staff Responsible for Monitoring: Classroom Teachers
Academic Success Coach
Administrators

Title I: 2.5.1

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

Utilize 7 steps strategies and K-12 Summit intervention resources to increase English language proficiency growth on TELPAS by at least 3% and increase the number of emergent bilingual students meeting exit criteria by 5%

Strategy's Expected Result/Impact: The number of students demonstrating growth in TELPAS by at least 3% and the number of emergent bilingual students that meet exit criteria by 5%

Staff Responsible for Monitoring: Campus Administration, Campus LAT

Title I: 2.5.1

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 High Priority

100% of staff will meet North Star Goal expectations

Evaluation Data Source: Schoology, MAP, CIA STAAR

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: Targeted professional growth aligned to T-TESS standards, resulting in strengthened instructional practices, higher T-TESS evaluation ratings, and improved student achievement outcomes.

Staff Responsible for Monitoring: Campus Administrators
Teachers

Title I: 2.5.2

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

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

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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. (All training provided by iTeam.)

Strategy's Expected Result/Impact: Consistent evidence of professional practice and reflection, facilitating productive coaching conversations and clear accountability for continuous improvement.

Staff Responsible for Monitoring: Campus Administrators
Academic Success Coach
Teachers

Title I: 2.5.3

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

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

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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: Enhanced professional learning communities, cross-grade-level alignment of best practices, and consistent tracking of professional goals.

Staff Responsible for Monitoring: Campus Administrators
Academic Success Coach

Title I: 2.5.3

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

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

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Performance Objective 3

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

Evaluation Data Source: EOY campus-wide discipline summary reports to evaluate overall reduction in formal referrals, in-school suspensions (ISS), and out-of-school suspensions (OSS).
End-of-year student and staff climate survey responses regarding safety, classroom behavior, and campus culture.

Strategy 1 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Reduction in instructional time lost to minor behavioral disruptions, decreased discipline referrals, and a safe, predictable learning environment across all campus common areas and classrooms.

Staff Responsible for Monitoring: Administrators
Campus Culture Coach
Teachers
Tier 1 Team

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 2

100% of teachers will reinforce the TIER 1 behavior expectations (Safe, Responsible and Respectful) in all common areas. 100% of teachers will incorporate Emergent Tree Tier 1 behavior supports as a model for classroom management procedures, routines, and expectations.

Strategy's Expected Result/Impact: Increase in positive acknowledgements (3:1)
Increase in specific corrective feedback
Increase student engagement from 70% to 95%

Staff Responsible for Monitoring: Tier 1 team
Counselor
Culture Coach
Administrators

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 3

Strengthen campus-wide House Celebrations and Student of the Month in alignment with TIER 1 behavior expectations to build a positive school culture and promote positive behaviors campus-wide.

Strategy's Expected Result/Impact: Increase in students' ability to self-monitor
Increase in positive acknowledgements (3:1)
Increase in specific corrective feedback
Increase student engagement from 70% to 95%

Staff Responsible for Monitoring: Tier 1 Team
Counselors
Administrators
Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4 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: Timely, targeted behavioral interventions that address root causes of disruptive behavior, leading to decreased repeat discipline referrals and improved classroom engagement for supported students.

Staff Responsible for Monitoring: MTSS team
Culture Coach
Administrators

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 5

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

Strategy's Expected Result/Impact: A unified campus culture characterized by mutual respect, positive student-staff interactions, and a shared understanding of behavioral expectations.

Staff Responsible for Monitoring: Administrators
campus staff

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Performance Objective 4 **High Priority**

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

Evaluation Data Source: Branching Minds Tier 2/3 academic intervention plans, progress monitoring diagnostic checks, quarterly grade reports, attendance/tardy logs.
EOY STAAR passing and growth rates for at-risk/special populations, EOY MAP Growth diagnostic results

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).

Strategy's Expected Result/Impact: Narrowed achievement gaps for at-risk student populations through early identification, structured interventions, and equitable access to academic resources.

Staff Responsible for Monitoring: MTSS team
Culture Coach
Administrators
Teachers
Counselors

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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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: Systemic tracking of intervention efficacy, accelerated academic growth for struggling learners, and timely adjustments to Tier 2/3 supports.

Staff Responsible for Monitoring: MTSS team
Academic Success Coach
Administrators
Teachers

Title I: 2.5.1, 2.5.3

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

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

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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: Early identification of off-track indicators, preventing chronic failure and ensuring timely wraparound academic and attendance interventions.

Staff Responsible for Monitoring: MTSS Team

Counselors

Culture Coach

Academic Success Coach

Administrators

Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 4 Targeted Support Strategy

Address Title I 10 Components based on needs assessment (Title I campuses only).

Strategy's Expected Result/Impact: Comprehensive utilization of federal funds to strengthen high-quality Tier 1 instruction, increase family engagement, and provide supplemental academic support to economically disadvantaged students.

Staff Responsible for Monitoring: Administrators

Title 1 Family Engagement Specialist

Title I: 2.5.3

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

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

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Strategy 5 Targeted Support Strategy

Deploy Title I Academic Success Coach and tutors to provide small-group, evidence-based targeted interventions in reading and math for students performing below grade level or at risk of failing STAAR.

Strategy's Expected Result/Impact: Measurable RIT score growth on MAP diagnostics and increased meeting/masters performance levels on 3rd-6th grade STAAR assessments

Staff Responsible for Monitoring: Administrators

Title I: 2.5.3

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

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

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Strategy 6

Develop and execute a Title I Parent & Family Engagement Policy and Compact, hosting family academic nights (Math/Literacy) and flexible ParentSquare communication to equip parents with home-learning strategies.

Strategy's Expected Result/Impact: Increased family participation in student learning, higher attendance at campus events, and stronger school-home academic partnerships

Staff Responsible for Monitoring: Administrators
Title 1 family Engagement Specialists
Teachers

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 7 Targeted Support Strategy

Provide continuous, targeted professional development and instructional coaching cycles focused on literacy, numeracy, and data-driven instruction to recruit, support, and retain high-performing educators.

Strategy's Expected Result/Impact: Increased instructional capacity, consistent implementation of effective pedagogy across classrooms, and reduced teacher turnover.

Staff Responsible for Monitoring: Administrators
Academic Success Coach

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 8

Utilize Title 1 Funds to provide Saturday Academy (twice in Fall, three times in Spring) for students in need of additional academic support and Language Labs for Emerging Bilingual Students in need of additional academic and language support.

Strategy's Expected Result/Impact: Funds will be used to pay highly effective teachers to provide additional academic interventions. 70% of students participating in Saturday Academy and Language Labs will achieve 1 level of growth.

Staff Responsible for Monitoring: Administrators
Academic Success coach
Teachers

Title I: 2.5.1

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 5

Strengthen the Comprehensive School Counseling Program, Trauma Informed Care, and Character

Evaluation Data Source: Monthly counseling service logs (direct vs. indirect services), Project Wisdom implementation tracking in Social Studies lesson plans, Safer Minds training completion rosters.

Strategy 1

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

Strategy's Expected Result/Impact: Expanded student access to small-group and individual counseling services, leading to improved social-emotional well-being and reduced behavioral disruptions in class.
Increased student demonstration of positive character traits, improved peer relationships, and a supportive campus climate.

Staff Responsible for Monitoring: Administrators
Counselor

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Increased student demonstration of positive character traits, improved peer relationships, and a supportive campus climate.

Staff Responsible for Monitoring: Administrators
Counselor
Teachers

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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

Strategy's Expected Result/Impact: Increased staff capacity to recognize trauma and mental health warning signs, resulting in prompt referrals and appropriate classroom accommodations.

Staff Responsible for Monitoring: Administrators
Counselors
Culture Coach
Teachers

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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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 Drugs lesson completion logs (4th/5th grade), fall round-table drill logs, threat assessment team meeting minutes and threat documentation.
February AED drill verification forms, EOY ERT safety compliance report, district safety/security audit logs

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: Increased student knowledge of healthy choices, enhanced decision-making skills, and protective factors against substance exposure.

Staff Responsible for Monitoring: Administrators
Counselors
Teachers

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Increase in early drug literacy and increase in 6th - grade students reporting high confidence in their peer-refusal skills, ensuring a proactive transition to middle school.

Staff Responsible for Monitoring: Administrators
Counselors
Teachers

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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

Strategy's Expected Result/Impact: Rapid, coordinated staff response to campus medical emergencies, ensuring physical safety across campus facilities.

Staff Responsible for Monitoring: Administrators
Nurse
Teachers

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Strategy 4

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

Strategy's Expected Result/Impact: Proactive identification and prevention of potential campus safety threats through standardized behavioral threat assessment protocols.

Staff Responsible for Monitoring: Administrators
Counselors

Title I: 2.5.3

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Strategy 5

Implement Sandy Hook Promise's Suicide prevention curriculum for grades 6 through 12 to help students recognize warning signs and understand how to get help for themselves or a friend.

Strategy's Expected Result/Impact: 100% of 6th graders will complete the Sandy Hook Promise Suicide Prevention curriculum (Say Something / Know the Signs), resulting in increased student self-efficacy in recognizing warning signs, a higher rate of early reporting for at-risk peers, and zero unaddressed mental health crises on campus.

Staff Responsible for Monitoring: Administrators
Counselors
teachers

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 6

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

Strategy's Expected Result/Impact: Lower the campus DAEP repeat placement rate for identified at-risk students by 25-30% over the school year.
Returning students will meet with the Transition Case Manager for an intake conference and transition plan review within 3 days of returning to campus.

Staff Responsible for Monitoring: Administrators
Counselors

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 2

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

Performance Objective 1

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

Evaluation Data Source: Professional learning attendance rosters, coaching cycle notes, instructional learning walk data, post-training feedback surveys.
Annual professional development evaluation summaries, T-TESS Dimension 4 (Professional Development) scores.

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: Continuous refinement of Tier 1 instructional strategies, increased instructional coherence across classrooms, and measurable growth in student achievement data.

Staff Responsible for Monitoring: Administrators
Academic Success Coach
Culture Coach

Title I: 2.5.2, 2.5.3

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Enhanced teacher capacity to design student-centered, goal-driven learning experiences that support individual student growth.

Staff Responsible for Monitoring: Administrators
Academic Success Coach
Culture Coach

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: District/campus EOY Exit Survey summaries, annual staff climate survey results, EOY campus staff turnover/retention rates.

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: Actionable insights into staff satisfaction, resulting in targeted administrative support, higher morale, and reduced voluntary turnover.

Staff Responsible for Monitoring: Administrators

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: Measurable improvement on annual staff climate survey scores and a supportive, collaborative school working environment.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source:

Weekly observation and feedback logs, coaching debrief records, goal tracking check-ins.
EOY T-TESS summative scores, teacher retention rates.

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: Increased teacher effectiveness through actionable, real-time feedback, driving improved student outcomes across grade levels.

Staff Responsible for Monitoring: Administrators

Culture Coach
Academic Success Coach

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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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 High Priority

Ensure high quality Tier 1 instruction in early childhood classrooms.

Evaluation Data Source: Pre-K small-group instructional observation logs, BOY/MOY CLI Engage progress reports, K-2 phonics HQIM walkthrough data, math fluency diagnostic tracking.
EOY CLI Engage letter recognition and numeracy results, EOY mCLASS / MAP Reading and Math fluency diagnostics.

Strategy 1

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

Strategy's Expected Result/Impact: Differentiated early literacy and numeracy instruction tailored to individual developmental needs, building strong foundational academic skills.

Staff Responsible for Monitoring: Administrators
PK teachers

Title I: 2.5.2

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 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: High-fidelity delivery of early childhood curriculum, leading to a 4% growth on EOY CLI Engage assessments in foundational reading and math skills.

Staff Responsible for Monitoring: Administrators
Academic Success Coach
Culture Coach

Title I: 2.5.2

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

Formative Reviews

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Strategy 3 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Strong decoding foundational skills in early readers, significantly reducing the percentage of K-2 students requiring Tier 2 reading intervention.

Staff Responsible for Monitoring: Administrators
Academic Success Coach
Teachers

Title I: 2.5.2

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 Targeted Support Strategy

Ensure all students develop a conceptual understanding of place value and develop automaticity of number identification, addition and subtraction.

Strategy's Expected Result/Impact: Solid foundational math fluency and conceptual understanding, leading to higher performance on primary math diagnostics and MAP benchmarks.

Staff Responsible for Monitoring: Administrators
Academic Success Coach
Teachers

Title I: 2.5.2

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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Performance Objective 2 High Priority

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: Special Education Data Dashboard quarterly service logs, LAT progress monitoring documentation, ELlevation strategy and SUMMITT implementation checks, GT differentiation lesson plan audits.

TELPAS composite growth scores, Special Education STAAR performance and IEP goal mastery percentages, GT EOY MAP/STAAR Masters level data.

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: Increased English language proficiency growth on TELPAS, accelerated academic language acquisition, and improved content mastery for Emerging Bilingual students.

Staff Responsible for Monitoring: Administrators
Language Acquisition Teacher
Teachers

Title I: 2.5.2

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 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: High fidelity in IEP implementation, accurate progress monitoring, and compliance with special education services resulting in target IEP goal mastery.

Staff Responsible for Monitoring: Administrators
Special Education Teachers

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

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

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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: Advanced cognitive engagement, creative problem-solving, and continuous academic growth for GT students as reflected on EOY MAP and STAAR Masters level performance.

Staff Responsible for Monitoring: Administrators
Advanced Learning Teacher
Teachers

Title I: 2.5.2

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

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Strategy 4 Targeted Support Strategy

Include campus strategies to address SPED accountability targets

Strategy's Expected Result/Impact: Improved STAAR passing and growth rates for Special Education students, meeting state accountability system closing-the-gaps targets.

Staff Responsible for Monitoring: Administrators
SPED Teachers
Teachers
Academic Success Coach

Title I: 2.5.1

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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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: Weekly PLC lesson internalization protocols, Data-Driven Instruction (DDI) meeting logs and interim assessment results, HQIM implementation walkthrough logs, LIFT leadership coaching notes.

Strategy 1 Targeted Support Strategy

Address and increase STAAR performance for students in 3rd-grade Math and Reading.

Strategy's Expected Result/Impact: Increased percentage of 3rd-grade students scoring at Meets to 43% and Masters to 21% on STAAR Math and at Meets to 41% and Masters to 19% on STAAR Reading per Board of Trustee goals.

Staff Responsible for Monitoring: Administrators
Academic Success Coach
Teachers

Title I: 2.5.1

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 2 Targeted Support Strategy

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

Strategy's Expected Result/Impact: High-fidelity curriculum implementation, consistent rigor across classrooms, and improved conceptual mathematical understanding.

Staff Responsible for Monitoring: Administrators
Academic Success Coach
Teachers

Title I: 2.5.1, 2.5.2

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 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: Well-prepared teachers who deeply understand standards and HQIM curriculum, leading to aligned, engaging, and rigorous daily instruction.

Staff Responsible for Monitoring: Administrators
Academic Success Coach

Title I: 2.5.1, 2.5.2

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 **Targeted Support Strategy**

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

Strategy's Expected Result/Impact: Immediate, data-informed instructional adjustments and targeted re-teaching, leading to higher mastery rates on unit assessments and STAAR

Staff Responsible for Monitoring: Administrators
Academic Success Coach

Title I: 2.5.1, 2.5.2

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: Actionable administrative leadership capacity to analyze campus data, coach teachers effectively, and lead rapid instructional improvement.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 6 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: Campus principal will complete the Accountability Data Leadership Series. This participation will result in the establishment of campus-wide data-tracking systems, improved teacher capacity to analyze growth data, and an increase in overall campus performance across Domain 1 (Student Achievement), Domain 2 (School Progress/Growth), and Domain 3 (Closing the Gaps).

Staff Responsible for Monitoring: Administrator

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

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

Evaluation Data Source: I-Team technology integration walkthrough logs, Graduate Profile performance tasks/rubrics, campus event showcase schedules and attendance.

EOY Graduate Profile student artifact portfolios, annual community event participation metrics.

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: Purposeful, high-leverage technology integration that enhances student engagement and digital literacy without replacing active Tier 1 instruction.

Staff Responsible for Monitoring: Administrators
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Title I: 2.5.2

TEA Priorities: Improve low-performing schools

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

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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 equipped with critical thinking, communication, and life-ready skills aligned to district Graduate Profile standards.

Staff Responsible for Monitoring: Administrators
Academic Success Coach
Teachers

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 3

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

Strategy's Expected Result/Impact: Increased community awareness of campus academic successes, fostering strong school pride and neighborhood recruitment.

Staff Responsible for Monitoring: Administrators
Academic Success Coach
Teachers

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

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

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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: 5th Grade BizTown participation rosters, weekly campus attendance rates and chronic absenteeism tracking logs.
End-of-Year Average Daily Attendance (ADA) percentage, cumulative chronic absenteeism rate

Strategy 1

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

Strategy's Expected Result/Impact: Early exposure to financial literacy, civic responsibility, and career pathways, laying the foundation for future middle and high school CCMR tracks.

Staff Responsible for Monitoring: Administrators
5th grade teachers

TEA Priorities: Connect high school to career and college, Improve low-performing schools

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Strategy 2

Implement a comprehensive, multi-tiered attendance intervention framework incorporating proactive parent communication, positive attendance incentives, automated daily tracking, and targeted case management for chronically absent students to maintain an overall annual attendance rate of 96.67%.

Strategy's Expected Result/Impact: Reduced chronic absenteeism, increased daily instructional time spent in class, higher overall campus ADA percentage, and improved student academic performance across all student subgroups.

Staff Responsible for Monitoring: Administrators
Student Data Specialist
Counselor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 6 High Priority

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

Evaluation Data Source: Monthly Region 10 LIFT coaching log reviews, quarterly School Improvement milestone tracking.
EOY Federal/State Accountability Ratings and Closing the Gaps Domain performance scores.

Strategy 1 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: 100% of core teachers will receive regular, actionable instructional and culture coaching cycles (observation, feedback, and action-step tracking). This sustained coaching model will lead to a 15% increase in high-yield instructional practices, enhanced classroom culture, and measurable student growth across all state accountability standards.

Staff Responsible for Monitoring: Administrator
Academic Success Coach
Culture Coach

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 2 **Targeted Support Strategy**

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: Continuous, high-leverage coaching that accelerates principal and teacher capacity, ultimately lifting campus academic performance ratings

Staff Responsible for Monitoring: Administrator

TEA Priorities: Improve low-performing schools

ESF Levers: 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: Family Engagement, Volunteer Engagement including Voly data, Community Engagement including increase in partner outreach efforts and programs. Principal for a Day participation notes.

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: Stronger community partnerships yielding guest speakers, mentorships, and additional campus resources to enrich student learning.

Staff Responsible for Monitoring: Administrator

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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: Weekly ParentSquare newsletter analytics (open rates, delivery logs), social media and website update tracking.

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: Consistent, transparent school-to-home communication reaching 100% of families in their primary languages, leading to stronger parent partnership

Staff Responsible for Monitoring: Administrators
Teachers

TEA Priorities: Improve low-performing schools

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Strategy 2

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: Elevated positive public perception of the campus, increased family attendance at campus events, and active neighborhood engagement.

Staff Responsible for Monitoring: Administrators
Social Media Team
Family Engagement Committee
Teachers

TEA Priorities: Improve low-performing schools

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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: Fall Parent-Teacher conference sign-in rosters, ParentSquare growth-strategy view/download reports.
EOY Parent Survey feedback regarding knowledge of student growth targets.

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: Empowered families who actively reinforce targeted reading and math growth strategies at home, accelerating student academic achievement.

Staff Responsible for Monitoring: Administrators
Teachers

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Goal 5

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

Performance Objective 1

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

Evaluation Data Source: Bi-annual cash handling and purchasing training completion rosters, monthly campus budget reconciliation logs. Audits reveal no inconsistencies in every budget code line. Annual district internal financial audit reports, EOY energy consumption report.

Strategy 1

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

Strategy's Expected Result/Impact: 100% compliance with district financial policies, eliminating audit exceptions and optimizing campus budget allocation.

Staff Responsible for Monitoring: Administrators
Executive Assistant

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 2

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

Strategy's Expected Result/Impact: Reduced energy waste and operational utility costs, redirecting district resources back into instructional priorities.

Staff Responsible for Monitoring: Administrators
Executive Assistant

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 2

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

Evaluation Data Source: Safety Week drill documentation, quarterly "I Know What To Do Day" drill logs, SB12 compliance checklist.

EOY District Safety Audit report, 100% compliance record on mandated safety drills.

Strategy 1

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

Strategy's Expected Result/Impact: Transparent, legally compliant educational practices that safeguard parental rights and maintain trust between families and school staff.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 2

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

Strategy's Expected Result/Impact: High campus-wide emergency preparedness, ensuring students and staff execute correct emergency protocols quickly and calmly.

Staff Responsible for Monitoring: Administrators
Teachers

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 3

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

Strategy's Expected Result/Impact: High campus-wide emergency preparedness, ensuring students and staff execute correct emergency protocols quickly and calmly.

Staff Responsible for Monitoring: Administrators
Teachers

ESF Levers: Lever 6: Campus Finance and Operations

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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. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey. Quarterly 1:1 device audit logs, HelpDesk ticket resolution time reports. 100% completion metrics for Q1 Digital Citizenship lessons, EOY device inventory reconciliation report.

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: Responsible student technology usage, minimal loss or damage to digital hardware, and swift technical support to prevent instructional downtime.

Staff Responsible for Monitoring: Administrators
LITE
Teachers

ESF Levers: Lever 6: Campus Finance and Operations

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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: 100% of scheduled Bond 2025 campus projects (facility upgrades, technology refreshes, and safety installations) will be executed on time, within budget, and with zero disruption to daily instructional time. This will result in modernized learning environments, enhanced facility safety, and seamless technological integration across all classrooms.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 6: Campus Finance and Operations

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State Compensatory Education

State Compensatory

Budget for Forestridge Elementary

Total SCE Funds: \$330,330.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Additional instructional support through staffing of Academic Success Coach, Culture Coach, and daytime tutor positions. Professional learning opportunities for teachers, planning support, contracted services for PLC programs, extended planning opportunities, and tutoring services.