

Richardson Independent School District



Hamilton Park Pacesetter Magnet

2026-2027 Campus Improvement Plan

Mission Statement

District Mission Statement

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

Hamilton Park Pacesetter Magnet Mission Statement

At Hamilton Park Pacesetter Magnet | Leadership Academy, we cultivate leaders who inspire, empower, and uplift the community around them. Through collaboration, integrity, and a commitment to growth, we prepare students to lead with confidence and continue the legacy of Hamilton Park.

Vision

We believe every student at Hamilton Park Pacesetter Magnet | Leadership Academy is a leader. Our mission is to guide them in building trust, working together, and committing to service—so they may lead boldly, uphold our legacy, and inspire change in the world around them.

Value Statement

Integrity- Inspiration-Inclusiveness-Innovation

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Comprehensive Needs Assessment

Demographics

Summary

HPPM is located at 8301 Towns Street, Dallas, Texas 75243, and it is situated in the historical community of Hamilton Park. Hamilton Park has 590 students and 90 staff members.

HPPM has 6 Central SPED Programs on campus and the demographic is 28% Special Education students.

The demographics of our school population are:

- 29.6% Hispanic
- 12.4% White
- 50.2% African American
- 3.3% Asian
- 4.9% Other
- 50.5% Male
- 49.5% Female
- 70.2% Economically disadvantaged
- 19.9% Emergent Bilingual students

Strengths

Hamilton Park Pacesetter Magnet pride ourselves on our ethnic diversity and the cultural perspectives that strengthen our ability to help our students learn and connect to the real world. 93% of students attend school regularly. We are focused on being inclusive and encouraging our families to be active partners in their child's education.

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



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.

Strategy 1

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

Strategy's Expected Result/Impact: Students monitor and goal set based on their individual data
Bobcat Families know their student's goals from conferences and home reports

Staff Responsible for Monitoring: Administration
HPPM Staff

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, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: Campus will collect accurate, up-to-date data for individual students.

Staff Responsible for Monitoring: Administration
Teachers
ILT

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 3

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

*Schoology portfolios are for staff and students in grades 3-6, Seesaw portfolios are for student in grades PK-2.

Strategy's Expected Result/Impact: Continuous monitoring of goals for staff and students. Academic growth for students.

Staff Responsible for Monitoring: Administration
Staff

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

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Performance Objective 2 High Priority HB3 Goal

100% of staff will meet North Star Goal expectations.

Strategy 1

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

Strategy's Expected Result/Impact: GSPD conferences framed around growth goals and implementation

Staff Responsible for Monitoring: Administration

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

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Strategy 2

Utilize 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: Meet during BOY/MOY/EOY to discuss growth and areas of opportunity.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 3

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

Strategy's Expected Result/Impact: Specialized professional development based on Walk-Through data

Optional Sessions for Teacher Growth areas based on growth goals during early release days

Staff Responsible for Monitoring: Administration
ILT

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

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

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Performance Objective 3 High Priority HB3 Goal

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

Strategy 1

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

Strategy's Expected Result/Impact: Decrease office referrals by implementing a Tier 1 Behavior Form
Allow students to stay in the classroom for instruction and not miss learning opportunities

Staff Responsible for Monitoring: Administration
Culture Coach
District Behavior Supports

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: HPPM MTSS Team meets biweekly with grade-level teachers to ensure behavior interventions are successful
Decrease behavior referrals
Increase teacher knowledge of intervention strategies

Staff Responsible for Monitoring: Administration
Culture Coach
ILT
MTSS Team

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

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Strategy 3

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

Strategy's Expected Result/Impact: Code of Civility Posters in the hallways and office
Remind students of the SRR expectations during meetings and conferences
Communicate to families the importance of following these expectations

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

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Performance Objective 4

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

Strategy 1 Targeted Support Strategy Additional 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: MTSS Team provides monthly MTSS meetings to provide strategies and support for students
Counselor provided resources
Differentiated WIN plans/Tutoring/Saturday School

Staff Responsible for Monitoring: Administration
MTSS Team

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

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

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Strategy 2 Targeted Support Strategy Additional 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: Data tracking for HB1416 students
AEP Plans created and communicated to stakeholders
PLCs to focus on BrMinds documentation

Staff Responsible for Monitoring: Administration
ILT
HPPM Staff

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, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

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

Strategy's Expected Result/Impact: HPPM Attendance Goal = 94%
Attendance Challenges
Attendance Matters Communication

Staff Responsible for Monitoring: Administration
Student Data Specialist
Community Liaison

Title I: 2.5.1, 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 4 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Strategically utilized Title 1 funds to provide differentiated support and opportunities for students to close the opportunity gaps.

Strategy's Expected Result/Impact: Bobcat Prep Tutoring
Bobcat Language Boost Saturday School

Staff Responsible for Monitoring: Administration
HPPM Staff

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

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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

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

Strategy's Expected Result/Impact: Guidance Schedules

Decreased behavior incidents

Counselor Newsletters

Sunday Spark weekly updates sent by counselors

Staff Responsible for Monitoring: Administration

Counselors

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

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

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Strategy 2

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

Strategy's Expected Result/Impact: Implemented during grade level instruction

Utilized during AVID Elective

Staff Responsible for Monitoring: Administration

HPPM Staff

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

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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: Professional Development
Increased SEL components in the classroom

Staff Responsible for Monitoring: Administration
Counselors

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.

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 awareness and strategies to use with students

Staff Responsible for Monitoring: Administration
Counselors

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: Provide open communication and strategies to students in 6th grade

Staff Responsible for Monitoring: Administration
Counselors

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: Increase staff knowledge in a crisis
Ensure emergency protocols are followed correctly

Staff Responsible for Monitoring: Administration
Nurse
ILT

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

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Strategy 4

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

Strategy's Expected Result/Impact: Create a team to assist with threats on campus
Provide resources in multiple capacities for students

Staff Responsible for Monitoring: Administration

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

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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: Increase awareness and decrease suicidal ideations

Staff Responsible for Monitoring: Administration
Counselors

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

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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: Utilized campus transition plan
Provide student and staff individualized strategies
Decrease likelihood of return to DAEP

Staff Responsible for Monitoring: Administration
Counselors

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

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Goal 2

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

Performance Objective 1 High Priority

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

Strategy 1

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

Strategy's Expected Result/Impact: LIFT Walk-Through calibrations
Increase content knowledge among staff
Provide actionable steps to increase rigor

Staff Responsible for Monitoring: Administration
ILT

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

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

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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: PLCs and Vertical Teaming to align Tier 1 Instruction
Professional Development tailored to walk-through data

Staff Responsible for Monitoring: Administration
ILT

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

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Performance Objective 2 High Priority

Decrease staff turnover rates and retain high-performing educators.

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: Continue to utilize summative conferences as a way to analyze feedback from staff

Use Grade Level Chair meetings to keep a pulse on staff climate

Staff Responsible for Monitoring: Administration
ILT

TEA Priorities: Recruit, support, retain teachers and principals

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

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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: Utilize the START/STOP/CONTINUE protocol to gather information around low areas

Discuss mid-year improvements during January PD

Staff Responsible for Monitoring: Administration
ILT

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 3

Develop and implement a performance management system on campus.

Strategy 1

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

Strategy's Expected Result/Impact: Build teacher capacity in Tier 1 Instruction
Calibrate walk-throughs to focus on key action steps
LIFT Action Step Tracker

Staff Responsible for Monitoring: Administration
ILT

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

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

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Goal 3

We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 1

Ensure high quality Tier 1 instruction in early childhood classrooms.

Strategy 1

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

Strategy's Expected Result/Impact: PLC internalization among teachers

Increased CLI assessments

Students leaving PreK ready to learn

Staff Responsible for Monitoring: Administration

PreK Staff

SPED Staff

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 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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: Stronger Tier 1 instruction

Action Steps with decreased turnaround time

Kinder preparedness

Staff Responsible for Monitoring: Administration

ILT

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

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

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Strategy 3

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

Strategy's Expected Result/Impact: Increased mClass and MAP scores
Interventions for differentiation

Staff Responsible for Monitoring: Administration
ILT
PK-2nd Staff
SPED Teachers

TEA Priorities: Build a foundation of reading and math

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

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Strategy 4

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

Strategy's Expected Result/Impact: Increased fluency
Strong foundation as skills increase

Staff Responsible for Monitoring: Administration
Staff

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

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

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Performance Objective 2

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

Strategy 1 Targeted Support Strategy Additional 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: Focus on Listening/Speaking/Reading/Writing in the internalization of lesson plans
Focused Saturday School
Increase TELPAS scores

Staff Responsible for Monitoring: Administration
Staff
LAT

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

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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: Monitoring of SPED students to focus on instructional needs
Inclusion support with classroom teachers

Staff Responsible for Monitoring: Administration
SPED staff
ISS

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

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

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Strategy 3

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

Strategy's Expected Result/Impact: Ensure academic growth for all students
Increase Meets/Mastery on STAAR

Staff Responsible for Monitoring: Administration
Classroom Teachers
ALT

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Include campus strategies to address SPED accountability targets.

Strategy's Expected Result/Impact: Inclusion walks with the District SPED Team to increase collaboration between Resource and Gen-Ed teachers
Data Meetings/PLCs with SPED and Classroom Teachers
SPED Department PLCs to focus on content areas and specific students

Staff Responsible for Monitoring: Administration

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

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

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Performance Objective 3

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

Strategy 1 **Targeted Support Strategy** **Additional Targeted Support Strategy**

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

HPPM Reading 2026-2027 Board Goal = 61%
HPPM Math 2026- 2027 Board Goal = 47%

Strategy's Expected Result/Impact: Increased Tier 1 Instruction

Staff Responsible for Monitoring: Administration
All HPPM Staff

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

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

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Strategy 2 **Targeted Support Strategy** **Additional Targeted Support Strategy**

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

Strategy's Expected Result/Impact: Internalization of Bluebonnet and HMH Materials
Increased foundational skills in Math and Reading

Staff Responsible for Monitoring: Administration
Staff

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

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

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Strategy 3

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: Increased content knowledge through internalization
Strong Tier 1 Instruction

Staff Responsible for Monitoring: Administration
ILT

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, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 Targeted Support Strategy Additional 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: Increased content knowledge through internalization
Strong Tier 1 Instruction

Staff Responsible for Monitoring: Administration
All HPPM Staff

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

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

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Strategy 5 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increased instructional capacity among Principals
Action Steps for classroom teachers

Staff Responsible for Monitoring: Administration
ILT
LIFT Coaches

Title I: 2.5.2

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 6 Targeted Support Strategy Additional 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: Strong foundational knowledge of the TEA accountability system
Increased staff capacity for each domain and growth goals

Staff Responsible for Monitoring: Administration

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

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

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Performance Objective 4

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

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: Create a classroom framework based on passive and active learning

Staff Responsible for Monitoring: Administration
Classroom teachers

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

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

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Strategy 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: Ensure learning experiences provide the pillars of the Graduate Profile

Allow students to create student goals centered around the Graduate Profile

Staff Responsible for Monitoring: Administration
HPPM Staff

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

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Strategy 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 social media presence
HPPM Magnet Showcase

Staff Responsible for Monitoring: Administration
ILT

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

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Performance Objective 5

Ensure all students graduate College and Career Ready as measured by CCMR indicators including attendance, graduation rate and advanced academic measures.

Strategy 1

Ensure 100% of AVID seniors graduate and meet CCMR requirements through targeted AVID tutorials, bi-weekly progress monitoring, and embedded TSIA preparation and testing within the AVID elective course.

Strategy's Expected Result/Impact: AVID/Leadership elective in 6th Grade

AVID Wicor Strategies PK-6th

AVID Site Team doing walk-throughs

Staff Responsible for Monitoring: Administration

HPPM Staff

AVID Site Team

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

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Strategy 2

Expand student access to career inspiration, exploration, and discovery through meaningful real-world learning experiences and exposure to a variety of career pathways.

Career Exploration through Biztown for 100% of 5th grade and 7th grade students.

Finance Park to for all 4 High School Business courses in Spring 2027.

Strategy's Expected Result/Impact: 5th Grade Biztown Experience

AVID College Guidance/Vision Boards

Staff Responsible for Monitoring: Administration

5th Grade Staff

AVID SITE Team

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

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

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Performance Objective 6

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

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: LIFT Coaching
LIFT PLC Coaching
Data Accountability Trainings
Observation/Feedback Alignment strategies

Staff Responsible for Monitoring: Administration
ILT
LIFT Coaches

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

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Strategy 2 **Targeted Support Strategy** **Additional 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: Strengthen instructional strategies as a leadership team
Increased scores on formal assessments

LIFT Coaches

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

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

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

Performance Objective 1

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

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: Allow community members to partner with our campus

Staff Responsible for Monitoring: Administration

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

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Performance Objective 2

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

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: Provide up-to-date campus information for our families
Promote the communication bridge between home and school

Staff Responsible for Monitoring: HPPM Staff

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

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Strategy 2

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

Strategy's Expected Result/Impact: Increase HPPM awareness through Social Media platforms
Showcase our magnet programming

Staff Responsible for Monitoring: Administration
Culture Coach
Staff

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

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Performance Objective 3

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

Strategy 1

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

Strategy's Expected Result/Impact: Bobcat Goal magnets sent home to all families
MAP data sent after testing
November Growth Conferences

Staff Responsible for Monitoring: Administration
ILT
Staff

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

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Goal 5

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

Performance Objective 1

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

Strategy 1

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: Ensure proper protocols are followed on a campus level

Staff Responsible for Monitoring: Administration
Executive Assistant

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

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Strategy 2

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

Strategy's Expected Result/Impact: Lower energy usage on campus
Follow District protocols around energy use during breaks

Staff Responsible for Monitoring: Administration

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

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Performance Objective 2

Strategy 1

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

Strategy's Expected Result/Impact: Communicate with HPPM families regarding SB12
Families understand their rights on campus and provide consent

Staff Responsible for Monitoring: Administration
HPPM Staff

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

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Strategy 2

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

Strategy's Expected Result/Impact: Ensure staff and students know the protocols around safety drills

Staff Responsible for Monitoring: Administration
SRO
Staff

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

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Strategy 3

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

Strategy's Expected Result/Impact: Continue to practice protocols around safety drill

Staff Responsible for Monitoring: Administration
Staff

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

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Performance Objective 3

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

Strategy 1

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: Ensure all students understand the importance of digital citizenship
Data tracking for iPad usage

Staff Responsible for Monitoring: Administration
LITE

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

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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: Continue to work with facilities to maintain our campus upgrades

Staff Responsible for Monitoring: Administration

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

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