

Richardson Independent School District



Jess Harben Elementary

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Richardson Independent School District is to ensure that ALL students connect, learn, grow and succeed.

Vision

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

Value Statement

We believe...

In creating a safe learning environment that empowers every student in RISD to take risks, be creative, find acceptance, and grow;

That education is an effective tool that can prepare every student in RISD for life after high school including teaching life skills;

That every student in RISD will have the capability and desire to learn and rise to the level of expectations for individual success.

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Comprehensive Needs Assessment

Demographics

Summary

Jess Harben Elementary campus is located in a small community in the Glenville area of Richardson, TX. Jess Harben has about 400 students and 51 staff members. 100% of our teachers hold a Texas teaching certification. We have a special education and English learner program on our campus.

The demographics of our school population are:

- 22% Hispanic
- 25% White
- 33% African American
- 15% Asian
- 4% Other
- 51% Male
- 49% Female
- 65% Economically disadvantaged
- 20% Emergent Bilingual students

The demographics of our staff are: (source 2023 TAPR)

- The demographics of our staff are: (source 2023 TAPR)
 - 49 Total Staff
 - 80% Professional Staff
 - 65% Teachers
 - 11% Professional Support
 - 21% Educational Paraprofessionals
 - 21% Auxiliary staff
 - 70% White
 - 5% Hispanic
 - 11% African American
 - 8% Asian
 - 7% other
 - 92% female
 - 8% Male
 - 38% 0-5 Years experience
 - 18% 6-10 Years experience
 - 35% 11-20+ Years of experience

Strengths

Jess Harben prides itself on our ethnic diversity and the cultural perspectives that strengthen our ability to help our students learn and connect to the real world. 96.5% of students attend school regularly. We are focused on being inclusive and encouraging our families to be active partners in their child's education.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Jess Harben serves a diverse student body. While overall STAAR scores show strong academic growth, achievement gaps remain among English Learners, Students with Disabilities, and some economically disadvantaged students. These groups are not consistently performing at the same level of mastery as their peers.	Jess Harben shows overall strong growth on STAAR, but demographic realities highlight persistent gaps tied to language, disability, and poverty-related challenges that require more targeted interventions.

★ = Priority

Student Learning

Summary

Jess Harben students demonstrate consistent academic growth on state assessments, reflecting effective instruction and strong campus-wide supports. While Special Education and English Learner students are making progress, continued attention to targeted interventions and differentiated instruction is needed to ensure all student groups achieve at high levels of mastery.

Strengths

Jess Harben has been recognized nationally and statewide for student achievement, earning America's Best Schools (2023), Best Public Elementary School by *U.S. News & World Report* (2024 & 2025), and Texas distinctions for Postsecondary Readiness and Top 25% Academic Growth. These awards reflect the school's strong instructional practices, consistent student progress on state assessments, and effective supports for diverse learners. Special Education and English Learner students benefit from targeted interventions and language programs, contributing to measurable growth and reinforcing Jess Harben's commitment to academic excellence for all.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Despite progress, achievement gaps remain for Special Education students and English Learners, especially in closing the distance to grade-level proficiency on state assessments. While growth is occurring, not all students in these groups are consistently meeting state targets for mastery.	Root causes include varying levels of instructional differentiation, limited staff time for intensive interventions, and uneven availability of bilingual/ESL supports. Teachers work diligently to meet diverse needs, but constraints on time, staffing, and specialized training contribute to persistent gaps in performance.

 = Priority

School Processes & Programs

Summary

Jess Harben's programs and processes combine academic rigor, whole-child opportunities, strong teacher development, and family engagement, supported by consistent use of data and technology to drive student success.

Academic Programs

- RISD-Created Curriculum aligned to the Texas Essential Knowledge and Skills (TEKS).
- 1:1 iPad Program where every student has an Apple device to support digital learning.
- MAP Testing (3 times per year) to monitor student growth against national benchmarks.
- Special Education Services with individualized plans and small-group instruction.
- ESL/English Learner Supports including language development strategies and targeted interventions.

Whole-Child & Enrichment Programs

- Art, Music, and Physical Education for all students.
- Full Library & Media Services to promote literacy and research skills.
- After-School Enrichment Clubs (Grades 3–6) offering interest-based learning opportunities.
- Sixth Grade Hawk Leadership Society to develop responsibility, teamwork, and service.

Professional & Staff Processes

- Teacher Incentive Allotment (TIA) Campus, rewarding highly effective teachers.
- Faculty Mentorship Program to support new teachers and strengthen instructional quality.
- Professional Development & Cooperative Learning Training beyond required hours.
- Data-Driven Instruction Cycles, using MAP and classroom assessments to plan and adjust teaching.

Family & Community Engagement Processes

- Campus Tours & Reflection Assignments to connect students with school resources (Learning Commons, Food Pantry, Career Center, etc.).
- Parent Communication & Feedback Opportunities, including surveys.
- Family Involvement in Clubs, Events, and Celebrations, strengthening the home-school connection.

Recognition Processes

- Regularly highlight achievements such as:
 - America's Best Schools (2023) – NCUST
 - Best Public Elementary School (2024 & 2025) – *U.S. News & World Report*
 - Texas Distinctions for Postsecondary Readiness and Top 25% Academic Growth

Strengths

Jess Harben offers a wide range of academic and enrichment programs that support the whole child and contribute to the school's recognized success. The RISD-created curriculum aligned to TEKS, combined with MAP testing three times a year, ensures rigorous, standards-based learning supported by data-driven decision-making. The 1:1 iPad initiative equips all students with technology skills on the Apple platform, preparing them for future readiness.

Beyond academics, students thrive through art, music, PE, after-school enrichment clubs, and the Sixth Grade Hawk Leadership Society, which foster creativity, leadership, and collaboration. Specialized supports for Special Education and English Learners ensure that diverse needs are met with intentional strategies.

As a Teacher Incentive Allotment (TIA) campus, Jess Harben also invests in staff excellence, strengthening instructional quality and providing stability for students. These programs collectively create an environment where students are challenged, supported, and inspired to achieve at high levels.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Processes and Programs need to continue to promote positive school culture and meet the academic needs so all students can grow and achieve success.	The root cause is the capacity, time, and consistency in using that data to provide differentiated instruction that ensures all students meet or exceed their growth targets.

 = Priority

Perceptions

Summary

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

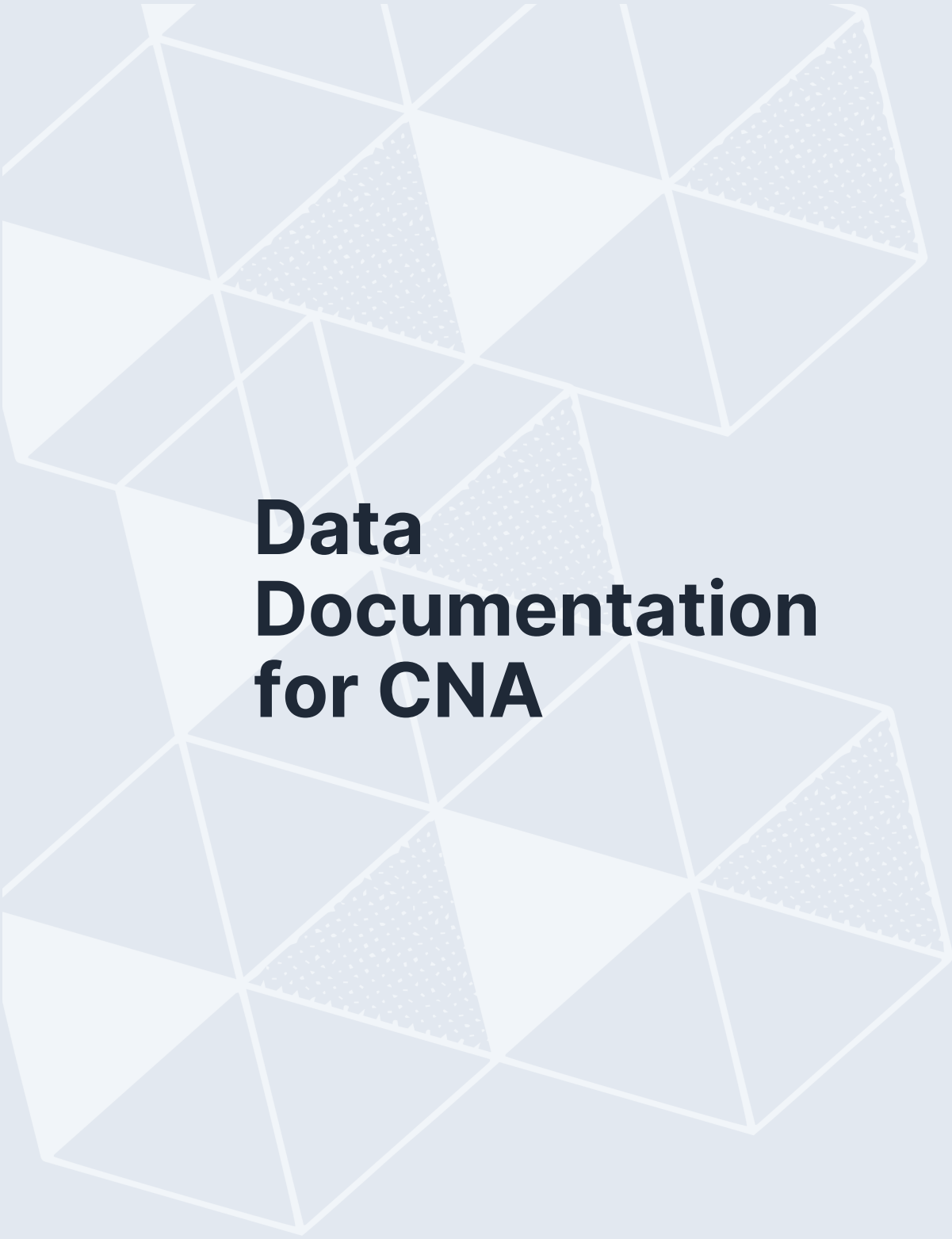
Strengths

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

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Not all demographic populations have achieved their full potential academically or behaviorally.	Root causes include varying levels of instructional differentiation, limited staff time for intensive interventions, and uneven availability of bilingual/ESL supports. Teachers work diligently to meet diverse needs, but constraints on time, staffing, and specialized training contribute to persistent gaps in performance.

★ = 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
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations

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
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback



Goals

Goal 1

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

Performance Objective 1 High Priority

100% of students will meet the North Star Goal expectations.

Evaluation Data Source: MAP Data, Goal evidence in folders, and Schoology

Strategy 1

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

Strategy's Expected Result/Impact: Improved student success
Portfolios on Schoology or See saw

Staff Responsible for Monitoring: Administrators
Classroom Teacher

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Student Goal Folders	Classroom Teachers	Quarterly	
2	Upload Goal Results into Schoology Quarterly	Classroom Teachers	Quarterly	

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: MAP is a systematic process to monitor student growth.

Staff Responsible for Monitoring: Administrator
Classroom Teachers

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

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

Strategy's Expected Result/Impact: Growth for students

Staff Responsible for Monitoring: Classroom Teachers
Administrators

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 5: Instructional Leadership and Capacity Building

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Performance Objective 2 **High Priority**

100% of the staff will meet North Start Goal expectations

Evaluation Data Source: MAP, STAAR

Strategy 1

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

Strategy's Expected Result/Impact: TTESS Professional and Student Growth Goals
Support teacher's needs

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team

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

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Strategy 2

Use Schoology to help teachers set and track goals. Four artifacts are added to the Schoology Portfolio - one per quarter.

Strategy's Expected Result/Impact: Teacher Growth

Staff Responsible for Monitoring: Classroom Teachers
Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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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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: Growth and Collaboration for Staff

Staff Responsible for Monitoring: Administrator

Title I: 2.5.3

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 High Priority

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

Evaluation Data Source: MAP
STAAR

Strategy 1

Implement the Emergent Tree Behavior Management plan, focusing on providing a variety of interventions and teaching supports for behavior.

Strategy's Expected Result/Impact: Students will learn expected behaviors through the combination of supports, reinforcing appropriate behavior, reteaching inappropriate behavior, and providing consequences as necessary.

Staff Responsible for Monitoring: Administrators
SOS Team
Classroom Teachers

Title I:

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Each classroom will develop its own routines for smooth transitions. The MTSS B team will create procedures for the common areas and create videos to model the procedures to the students. Our MTSS B team will meet monthly to examine the discipline data and make determinations on refinements to systems. The MTSS Bteam will also conduct learning walks to ensure that all systems for behavioral support are being implemented in the fall and spring.

Strategy's Expected Result/Impact: Clear systems will improve student behavior in transition times and ensure a school where students understand behavior expectations.

Staff Responsible for Monitoring: Administrators
MTSS B Team

Funding Sources: Release Time for team MTSS B Team (Fall & Spring) 199 - General Fund, \$1,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Provide students who are struggling to follow behavior expectations the ability to take part in work with the intervention counselor. Students will learn new ways of responding to conflict, dealing with frustration, and communicating with adults and other students.

Strategy's Expected Result/Impact: Behavior referrals decrease as interventions are started

Staff Responsible for Monitoring: Administrators
Intervention Counselor

Funding Sources: Part Time Allocation for Intervention Counselor 211 - Title I, Part A, \$22,000

Title I:

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

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

Strategy's Expected Result/Impact: Improved communication

Staff Responsible for Monitoring: Staff
Campus Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

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

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Performance Objective 4 High Priority

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

Evaluation Data Source: MAP
STAAR
CLI Engage

Strategy 1

Identify students needing accelerated learning and intensive intervention, utilize High-Quality Instructional Material as determined by the district, and monitor progress in Branching Minds.

Strategy's Expected Result/Impact: Student progress

Staff Responsible for Monitoring: Administrators
Classroom Teachers

Title I: 2.5.1, 2.5.3

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

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

Strategy's Expected Result/Impact: Improved STAAR and MAP scores

Staff Responsible for Monitoring: Administration
Classroom 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, 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, and reading and math intensive courses using Branching Minds.

Strategy's Expected Result/Impact: Improved student progress

Staff Responsible for Monitoring: Administrators
Classroom 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 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Administrators will consistently monitor and adjust targeted supports, including within-the-day tutoring and ITime supports, based on data-driven instruction. Success will be measured by a 5-10% increase, as evidenced by MAP and STAAR reading and math data.

Strategy's Expected Result/Impact: Student improvement on STAAR of at least 5% in each student group.

Staff Responsible for Monitoring: Administrators

Funding Sources: Tutor 211 - Title I, Part A, \$30,160

Title I: 2.5.1, 2.5.2, 2.5.3

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 5

Provide professional development and Professional Learning time for teachers to work on planning quality Tier I instruction based on the Focus TEKS and DDI of Common Interim Assessments, MAP, MClass, and CLI Engage. The planning time for teachers will result in a 5 - 10% growth in MAP growth and STAAR passing in reading and math.

Strategy's Expected Result/Impact: Student achievement improves

Staff Responsible for Monitoring: Administrators
Classroom Teachers
Specialists

Funding Sources: Title I Substitutes 211 - Title I, Part A, \$15,400

Title I:

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, 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 6

Identify and progress monitor students in Tier 2 and Tier 3 in need of intensive intervention in reading, math, behavior, and speech using Branching Minds to ensure a 5% - 10% growth in MAP growth and STAAR passing in reading and math.

Strategy's Expected Result/Impact: Progress for students

Staff Responsible for Monitoring: Administrators
Classroom Teachers
Tutors

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, 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 7

Utilize Academic Success Coach (ASC) to meet the varying needs of Jess Harben teachers and students. The ASC will provide teachers with coaching cycles to improve instruction, professional learning support, and data-driven instructional support for teachers. The support to teachers will result in a 5% - 10% growth in MAP growth and STAAR passing in reading and math.

Strategy's Expected Result/Impact: Student achievement improves

Staff Responsible for Monitoring: Academic Success Coach
Administrators

Funding Sources: Academic Success Coach 211 - Title I, Part A, , Materials for At-Risk Students 199 - State Compensatory Education, \$2,430

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 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 5 High Priority

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

Evaluation Data Source: Discipline Data

Strategy 1

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

Strategy's Expected Result/Impact: Improved Student Regulation and Behavior

Staff Responsible for Monitoring: Campus Administrator

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

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: Improved student behavior

Staff Responsible for Monitoring: Campus administrators

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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

Strategy's Expected Result/Impact: Improved student behavior

Staff Responsible for Monitoring: Campus Administration

Title I: 2.5.2

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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Performance Objective 6 High Priority

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

Evaluation Data Source: Behavior Data

Strategy 1

Ensure that counselors teach and administratively verify all the Too Good For Drug lessons in grades 4-6.

Strategy's Expected Result/Impact: Students understand that drugs are bad for them and they will stay away from them

Staff Responsible for Monitoring: Administrator
Counselor

Title I:

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: School safety

Staff Responsible for Monitoring: Administrators
Counselors

ESF Levers: 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 3

The 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. This is an effort to be prepared to respond quickly if a cardiac event should occur on campus.

Strategy's Expected Result/Impact: Our campus will be able to respond quickly should a cardiac event occur on campus.

Staff Responsible for Monitoring: Nurse
Administrator
Emergency Response Team

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Strategy 4

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

Strategy's Expected Result/Impact: Reduction in crisis events

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.2

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

 High Priority

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

Evaluation Data Source: Professional development

Strategy 1

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

Strategy's Expected Result/Impact: Professional Learning results in teacher change in practice

Staff Responsible for Monitoring: Administrators

Title I: 2.5.1

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 2

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

Strategy's Expected Result/Impact: Improved teacher practice results in greater student growth

Staff Responsible for Monitoring: Campus Administration

Title I: 2.5.3

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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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: New hire data

Strategy 1

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

Strategy's Expected Result/Impact: Climate survey
Listening tour data
Google form feedback bi-monthly

Staff Responsible for Monitoring: Administrators

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 the climate survey by creating a campus team to develop an action plan to improve scores on the survey and boost teacher retention.

Strategy's Expected Result/Impact: Listening Tours
Climate Survey

Staff Responsible for Monitoring: Campus Administration

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: TTESS

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: TTESS Cycle
Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.1, 2.5.3
TEA Priorities: Recruit, support, retain teachers and principals

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

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Goal 3

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

Performance Objective 1

Ensure high-quality Tier 1 instruction in early childhood classrooms.

Evaluation Data Source: Accountability Data, Walkthrough Feedback

Strategy 1

Implement consistent, high-quality teacher-led small-group instruction in PreK Classrooms.

Strategy's Expected Result/Impact: Increase in CLI results

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, 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 PreK 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: TTESS Observation/Feedback

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.1, 2.5.3

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 3

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

Strategy's Expected Result/Impact: MAP
CLI

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.1, 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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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: Increase in math scores

Staff Responsible for Monitoring: Campus Administrator

Title I: 2.5.1, 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

Formative Reviews

NovemberJanuaryMarchJune

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.

Evaluation Data Source: Accountability Data

Strategy 1

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

Strategy's Expected Result/Impact: Emergent Bilingual Growth

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.1, 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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Strategy 2

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

Strategy's Expected Result/Impact: Special Education Student Growth

Staff Responsible for Monitoring: Campus Administrator

Title I: 2.5.1, 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

Formative Reviews

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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: Increased student learning

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November January March June

Strategy 4

Establish an updated STAAR accountability benchmark requiring a minimum of 60% of special education students to attain 'Meets Grade Level' proficiency in Reading and Mathematics.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus administrator
Classroom Teachers
Special Education 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

Formative Reviews

November January March June

Performance Objective 3 High Priority

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

Evaluation Data Source: MAP
STAAR
CLI
MClass

Strategy 1

Establish a target threshold of 90% or higher for 3rd-grade students performing at or above the 'Approaches Grade Level' standard in Reading and Mathematics.

Strategy's Expected Result/Impact: Increase in student STAAR Scores

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.1, 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

Formative Reviews

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Strategy 2

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

Strategy's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.1, 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

Formative Reviews

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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 student achievement

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.1, 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

Formative Reviews

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Strategy 4

Implement with fidelity the Data-Driven Instruction (DDI) protocol and weekly data meetings, specifically as it relates to priority areas of 3rd-grade math and reading.

Strategy's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: Campus Administrator

Title I: 2.5.1, 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

Formative Reviews

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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: Improve teacher instructional practice

Staff Responsible for Monitoring: Campus Administrator

Title I: 2.5.1, 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

Formative Reviews

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Strategy 6

Participate in the Accountability Data Leadership Series to deepen capacity for tracking student

growth and addressing state accountability standards.

Strategy's Expected Result/Impact: Improve understanding of the Accountability System

Staff Responsible for Monitoring: Campus Administrator

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 5: Instructional Leadership and Capacity Building

Formative Reviews

November **January** **March** **June**

Performance Objective 4 **High Priority**

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

Evaluation Data Source: STAAR, MAP, CLI, MClass, Walkthrough Data

Strategy 1

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

Strategy's Expected Result/Impact: Productive use of technology in the classroom

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.1, 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

Formative Reviews

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Strategy 2

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

Strategy's Expected Result/Impact: Engaging learning experiences

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.1, 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

Formative Reviews

November January March June

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 student engagement

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.1, 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

Formative Reviews

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Performance Objective 5 **High Priority**

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

Evaluation Data Source: CCMR indicators

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: Increased student engagement

Staff Responsible for Monitoring: Campus Administrators

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

Formative Reviews

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Strategy 2

Campus will monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance rate of 96% or higher and reduce chronic absenteeism by 5%.

Strategy's Expected Result/Impact: Increase student attendance

Staff Responsible for Monitoring: Campus Administrators

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

Formative Reviews

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Performance Objective 6

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

Evaluation Data Source: STAAR data

Strategy 1

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

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.1, 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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Strategy 2

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

Strategy's Expected Result/Impact: Improved Tier 1 instruction

Staff Responsible for Monitoring: Campus Administrator

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, 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.

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: Awareness of the role of the administrator

Staff Responsible for Monitoring: Campus Administrators

Funding Sources: Parent Engagement Funds 211 - Title I, Part A,

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Coordinate parent conferences to engage parents in student learning

Strategy's Expected Result/Impact: Parent engagement

Staff Responsible for Monitoring: Administrators
Classroom Teachers

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

Formative Reviews

Strategy 3

Communication strategies for supporting increased engagement with Jess Harben and parents, including using available district technology tools - Blackboard Mass Notification, Campus Website, Talking Points, and Campus SMORE

Strategy's Expected Result/Impact: Increase ease of engaging with school

Staff Responsible for Monitoring: Campus Administrator
Web Advisor

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

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Strategy 4

Ensure meaningful consultation with Site Site-Based Committee related to the comprehensive needs assessment (documented on meeting agenda, sign-in sheet, meeting notes, any other committee feedback documentation).

Strategy's Expected Result/Impact: Site-Based Team gives feedback to support the growth of our campus.

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

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Strategy 5

MOY & EOY Site-Based Committee review progress with opportunity for feedback (documented on meeting agenda, sign-in sheet, meeting notes, any other committee feedback documentation).

Strategy's Expected Result/Impact: Site-Based Team gives feedback to support the growth of our campus.

Staff Responsible for Monitoring: Administration
Site-Based Team

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%

Evaluation Data Source: Parent Square Data

Strategy 1

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

Strategy's Expected Result/Impact: Increased engagement in school activities

Staff Responsible for Monitoring: Campus Administrator

Title I: 2.5.1, 2.5.3

ESF Levers: 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: Increased community engagement

Staff Responsible for Monitoring: Campus Principal

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3 High Priority

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

Evaluation Data Source: Growth Goals

Strategy 1

Share students' 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: Student growth

Staff Responsible for Monitoring: Campus Administrator

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, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

NovemberJanuaryMarchJune

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 money is being spent on needed resources to improve instruction

Staff Responsible for Monitoring: Administrator

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 6: Campus Finance and Operations

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Strategy 2

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

Strategy's Expected Result/Impact: Improved building energy use

Staff Responsible for Monitoring: Campus Administrator

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 6: Campus Finance and Operations

Formative Reviews

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Performance Objective 2

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

Evaluation Data Source: Sentinel Data

Strategy 1

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

Strategy's Expected Result/Impact: Parents understand SB12

Staff Responsible for Monitoring: Campus Administrator

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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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: Staff and Students understand safety protocol

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 6: Campus Finance and Operations

Formative Reviews

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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: Staff and Students internalize safety protocols

Staff Responsible for Monitoring: Campus Administrators

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 6: Campus Finance and Operations

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Performance Objective 3 High Priority

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

Evaluation Data Source: District Technology Data

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: Student's appropriate use of technology

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 6: Campus Finance and Operations

Formative Reviews

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Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: District Bond Project Data

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: Improved Facilities

Staff Responsible for Monitoring: District Personnel

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State Compensatory Education

State Compensatory

Budget for Jess Harben Elementary

Total SCE Funds: \$2,355.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Money will be spent on high-quality materials for tutoring our at-risk students



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Dustin Burson	Math Support	Math	1
Jessica Hume	Intervention Counselor	Counseling	0.5