

# Richardson Independent School District



## Lake Highlands Elementary

## 2026-2027 Campus Improvement Plan

# Mission Statement

At Lake Highlands Elementary, we empower all students to become effective communicators, inspired leaders, and resourceful thinkers who are given the tools to grow academically and emotionally as lifelong learners.

# Vision

Every CHILD. Every TEACHER. Every LEADER. Every DAY.

# Value Statement

Positive Attitude - Act Respectfully - Wise Choices - Stay Focused

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# Comprehensive Needs Assessment

# Demographics

## Summary

The demographics of our school population are:

- 30% Hispanic
- 61% White
- 4% African American
- 1.% Asian
- 3% Multiple
- 54% Male
- 46% Female
- 27% Economically disadvantaged
- 21% Emergent Bilingual students

### Staff Demographics

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

- 74 Total staff
- 65 Professional Staff
- 9 Educational Paraprofessionals
- 43 White
- 10 Hispanic
- 2 African American
- 1 Asian
- 51 female
- 3 Male
- 16 0-5 Years experience
- 16 6-10 Years experience
- 22 11-20+ Years of experience

## Strengths

Demographic strengths:

75% of teachers have 6 or more years of teaching.

43% of teachers have 11 or more years of teaching experience.

# Problem Statements Identifying Demographics Needs

| Problem Statement                                                               | Root Cause                                                                                             |
|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 1<br>★ EB students not making at least one year's growth as measured by TELPAS. | Inconsistency in programming.                                                                          |
| 2<br>★ PBIS concerns regarding implementation and consistency across campus.    | Finding what works across grade levels and different needs makes it hard to be consistent.             |
| 3 Recruiting and maintaining paraprofessional staff.                            | Salary levels of paraprofessionals.                                                                    |
| 4<br>★ 3rd Grade Reading passing rates are not at 100%.                         | Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade. |
| 5<br>★ Bilingual families are still sometimes left out of the loop.             | Communication is difficult and work schedules of some families.                                        |

★ = Priority

# Student Learning

## Summary

| Grade Level | Meets | LHE 2026 | LHE 2025 | LHE 2024 | RISD 2025 | Masters | LHE 2026 | LHE 2025 | LHE 2024 | RISD 2025 |
|-------------|-------|----------|----------|----------|-----------|---------|----------|----------|----------|-----------|
| 3rd Math    | 63    | 76%      | 70%      | 63%      | 47%       | 35      | 42%      | 39%      | 24%      | 25%       |
| 3rd Reading | 70    | 75%      | 65%      | 66%      | 51%       | 41      | 44%      | 37%      | 33%      | 27%       |
| 4th Math    | 80    | 80%      | 73%      | 62%      | 48%       | 60      | 60%      | 55%      | 44%      | 29%       |
| 4th Reading | 79    | 77%      | 72%      | 66%      | 52%       | 48      | 49%      | 47%      | 42%      | 28%       |
| 5th Math    | 90    | 85%      | 64%      | 71%      | 49%       | 58      | 55%      | 45%      | 43%      | 25%       |
| 5th Reading | 80    | 80%      | 69%      | 79%      | 55%       | 63      | 63%      | 50%      | 46%      | 33%       |
| 5th Science |       |          | 48%      | 49%      | 32%       |         |          | 26%      | 17%      | 15%       |

  

| Grade Level | Did Not Meet | LHE 2026 | LHE 2025 | LHE 2024 | RISD 2025 | Passed | LHE 2026 | LHE 2025 | LHE 2024 | RISD 2025 |
|-------------|--------------|----------|----------|----------|-----------|--------|----------|----------|----------|-----------|
| 3rd Math    | 8            | 9%       | 19%      | 14%      | 34%       | 77     | 91%      | 84%      | 86%      | 66%       |
| 3rd Reading | 9            | 10%      | 17%      | 17%      | 27%       | 84     | 90%      | 83%      | 83%      | 73%       |
| 4th Math    | 16           | 13%      | 12%      | 26%      | 35%       | 86     | 87%      | 88%      | 74%      | 65%       |
| 4th Reading | 8            | 8%       | 12%      | 15%      | 26%       | 90     | 92%      | 88%      | 85%      | 74%       |
| 5th Math    | 4            | 4%       | 16%      | 13%      | 29%       | 102    | 96%      | 84%      | 87%      | 71%       |
| 5th Reading | 9            | 9%       | 17%      | 9%       | 29%       | 91     | 91%      | 83%      | 91%      | 71%       |
| 5th Science |              |          | 26%      | 20%      | 38%       |        |          | 74%      | 80%      | 62%       |

## Strengths

All grade levels increased % in meets for STAAR math

4th and 5th grade increased % in masters for STAAR math

5th grade increased % in approaches and meets for STAAR reading

# Problem Statements Identifying Student Learning Needs

| Problem Statement                                                                                             | Root Cause                                                                                                        |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>★</div> <div>EB students not making at least one year's growth as measured by TELPAS.</div> | <div>Inconsistency in programming.</div>                                                                          |
| <div>2</div> <div>★</div> <div>PBIS concerns regarding implementation and consistency across campus.</div>    | <div>Finding what works across grade levels and different needs makes it hard to be consistent.</div>             |
| <div>3</div> <div>★</div> <div>3rd Grade Reading passing rates are not at 100%.</div>                         | <div>Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.</div> |

★ = Priority

# School Processes & Programs

## Summary

Lake Highlands Elementary teachers are highly qualified professionals who are committed to all students connecting, growing, learning and succeeding.

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

Lake Highlands Elementary offers a variety of student programs and services to support student learning, provide a well rounded education, and a safe and healthy learning environment. Those programs include but are not limited to:

- Advanced Academics
- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- Multilingual Services
- Pre-K services
- Multi-Tiered Systems of Support
- Social Emotional Learning
- Special Education Services
- Counseling Services

## Strengths

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

Our schedule offers opportunities for teachers and staff to work collaboratively to meet the needs of students.

Our campus culture supports a positive learning environment where students' academic, social, and emotional needs are met, as well as staff needs being addressed in a positive and supportive environment.

A culture of high expectations and positive attitudes among the staff have created a supportive and collaborative culture that encourages the growth of all on our campus.

Our campus is committed to working collaboratively to support student growth and achievement and are committed to the PLC process and have embraced the four questions of effective PLCs.

Our campus is committed to learning collaboratively from one another to support staff professional growth and pedagogy and in support of student growth academically and emotionally.

# Problem Statements Identifying School Processes & Programs Needs

| Problem Statement                                                                                                                                                                      | Root Cause                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>1</b><br>Our campus needs to continue to refine our collaborative process across the bilingual areas and special education areas to promote further growth in those student groups. | Language barriers                                                                                      |
| <b>2</b><br>★<br>EB students not making at least one year's growth as measured by TELPAS.                                                                                              | Inconsistency in programming.                                                                          |
| <b>3</b><br>★<br>PBIS concerns regarding implementation and consistency across campus.                                                                                                 | Finding what works across grade levels and different needs makes it hard to be consistent.             |
| <b>4</b><br>Recruiting and maintaining paraprofessional staff.                                                                                                                         | Salary levels of paraprofessionals.                                                                    |
| <b>5</b><br>★<br>3rd Grade Reading passing rates are not at 100%.                                                                                                                      | Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade. |
| <b>6</b><br>★<br>Bilingual families are still sometimes left out of the loop.                                                                                                          | Communication is difficult and work schedules of some families.                                        |



# Perceptions

## Summary

Lake Highlands Elementary is committed to providing a supportive, collaborative, and invested culture among students, staff, families, and community. Students and staff describe the LHE environment as supportive, engaging, fun, collaborative, and safe. Students feel the processes of growth goal setting and goal review both help them achieve academically, and both the SEL time and guidance lessons allow them a safe space to learn how to express feelings and navigate friendships and difficult situations. Our school works to communicate with families and stakeholders through a variety of campus communications and events and enjoys a high involvement of parent participation on the campus itself. Parents and our community are invited to meetings, special community events, school/community council meetings, various volunteer opportunities, and school assemblies.

## Strengths

Lake Highlands Elementary teachers and staff understand their role in implementing our school's key actions. Our campus bases its action on the core beliefs of the district and student needs.

# Problem Statements Identifying Perceptions Needs

| Problem Statement                                                                                     | Root Cause                                                                                 |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1<br>Not all demographic populations have achieved their full potential academically or behaviorally. |                                                                                            |
| 2<br>★<br>PBIS concerns regarding implementation and consistency across campus.                       | Finding what works across grade levels and different needs makes it hard to be consistent. |
| 3<br>★<br>Bilingual families are still sometimes left out of the loop.                                | Communication is difficult and work schedules of some families.                            |

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

EB students not making at least one year's growth as measured by TELPAS.

Inconsistency in programming.

2  
★

PBIS concerns regarding implementation and consistency across campus.

Finding what works across grade levels and different needs makes it hard to be consistent.

3  
★

3rd Grade Reading passing rates are not at 100%.

Students must be ready to read comprehensively, not learning to read by the time they enter 3rd grade.

4  
★

Bilingual families are still sometimes left out of the loop.

Communication is difficult and work schedules of some families.

5  
★

All students are not yet meeting growth goals.

Ensuring differentiated learning is accessible to all students.

6  
★

Frustration with only part time tech support and lack of technical training for staff, as well as aging technology.

Limited funding and resources.





# 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:** Increased student agency and accountability as students actively set, track, and reflect on their own academic and life-ready progress.

**Staff Responsible for Monitoring:** Teachers  
Instructional Coach  
Admin

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

#### Formative Reviews

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### Strategy 2

Administer MAP growth diagnostics to 97% of all eligible students in Reading and Mathematics at BOY, MOY and EOY.

**Strategy's Expected Result/Impact:** MAP data for at least 97% of all eligible students in Reading and Mathematics at BOY, MOY and EOY.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Instructional Leadership Team  
Classroom Teachers

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### Strategy 3

Utilize Schoology and Seesaw for students to set and track goals . Four artifacts added to the schoology portfolio- One per quarter ( All training provided by i-team)

**Strategy's Expected Result/Impact:** We will see improvements in the defined priority goal strands using technology in classrooms through walk throughs and collective evidence.  
Teacher growth in the identified goal area throughout the year, as recorded in Eduphoria.  
Student growth in identified goals.  
Increase in student growth data (MCLASS, MAP, STAAR)

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Instructional Leadership Team  
Classroom Teachers

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### Performance Objective 2

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 mid-year and end-of-year conferences.

**Strategy's Expected Result/Impact:** Through consistent monitoring of data, LHE expects at least 55% of students to meet or exceed their individual growth targets by EOY. This will reflect improved academic achievement, narrow performance gaps across student groups, and align with the district's North Star Goal.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Instructional Leadership Team  
Teachers

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

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### Strategy 2

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

**Strategy's Expected Result/Impact:** We will see improvements in defined priority goal strands using technology in classrooms through walkthroughs and collective evidence. Teacher growth in the identified goal area throughout the year in Eduphoria.  
Student growth in identified goals,  
Increase in student growth data ( mCLASS, MAP, STAAR)

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Instructional Leadership Team  
Classroom Teachers

**Formative Reviews**

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**Strategy 3**

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

**Strategy's Expected Result/Impact:** Teachers will maintain current, evidence-based professional portfolios that document progress toward individual professional goals.  
Staff will deepen reflective practices through collaborative analysis of peer evidence, leading to stronger instructional implementation and continuous improvement.  
Increased alignment between professional learning goals, classroom practices, and student outcomes.  
Improved accountability and ownership of professional growth, resulting in higher-quality instruction and increased student achievement.  
Enhanced collaboration across grade levels through the sharing of effective strategies and successful goal-attainment practices.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Leadership Team Members  
Grade Level Leads

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**Performance Objective 3**

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

**Evaluation Data Source:** Branching Minds Data  
Focus Behavior Data

## Strategy 1

Implement a clear and consistent Tier 1 campus behavior expectation and discipline management plan through the schoolwide use of Reach and Respond practices, Classroom Feedback Boards aligned to the Code of Civility, acknowledgement systems including Paw Packs, Wildcat of the Week, and Hall of Famer recognitions, and consistent corrective feedback and responses. Staff will explicitly teach, model, reinforce, and monitor behavioral expectations throughout the school year to create a positive, safe, and supportive learning environment. Behavior data will be reviewed regularly through PLCs, PBIS meetings, and administrative monitoring to ensure consistent implementation and address student needs proactively.

**Strategy's Expected Result/Impact:** Increased positive student behaviors and adherence to campus expectations.

Reduced office discipline referrals and classroom disruptions.

Improved consistency in behavior management practices across classrooms and grade levels.

Increased student engagement, sense of belonging, and positive school climate.

Maximized instructional time through proactive behavior support and reinforcement.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Counselor

PBIS/Culture & Climate Team

Grade-Level Team Leads

Classroom Teachers

**ESF Levers:** Lever 3: Integrated Student Support Systems

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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:** Reduction in Tier 2 Discipline Referrals: Measurable drop in Office Discipline Referrals (ODRs), classroom disruptions, and behavioral incident reports for identified Tier 2 students.

Increased Goal Attainment & Progress: Higher percentage of Tier 2 students meeting daily Check-In/Check-Out (CICO) point goals, behavior plan benchmarks, and target outcomes in Branching Minds/Focus data.

Decreased Time Loss: Reduction in lost instructional time resulting from behavioral pull-outs, in-school suspensions, or time-out periods.

**Staff Responsible for Monitoring:** Principal

Assistant Principals

Instructional Leadership Team

Counselors

Classroom Teachers

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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:** Increased Familiarity & Recognition: High percentage of students, staff, and campus visitors demonstrating awareness and understanding of the refreshed Code of Civility.

Reduction in Minor Behavioral Infractions: Decrease in classroom discipline referrals and common-area behavioral incidents following visual and verbal communication campaigns.

Positive School Climate: Measurable improvement in staff, student, and parent survey responses regarding campus culture, respect, and safety.

Consistent Reinforcement: 100% of target campus zones (hallways, cafeteria, classrooms, entryways) outfitted with clear, consistent Code of Civility visual signage.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Counselors  
Teachers  
Staff

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Performance Objective 4

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

**Evaluation Data Source:** Academic Benchmarks & Screener Data: Universal screening scores including MAP Growth and mCLASS, administered across testing windows (BOY, MOY, EOY).

State & Local Assessment Results: STAAR test performance, interim assessment scores, and district common formative assessment (CIA) results.

Tiered Intervention & Progress Monitoring Records: Student progress monitoring logs and trackers, tier movement data, and intervention plan tracking recorded in Branching Minds.

Program & Subgroup Tracking Reports: Specialized instructional logs and growth metrics for Economically Disadvantaged, Emerging Bilingual (EB), Special Education, and McKinney-Vento student populations.

## Strategy 1

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

**Strategy's Expected Result/Impact:** Increased Academic Growth & STAAR Passing Rates: Measurable improvement in progress monitoring scores (MAP/mCLASS) and state assessment (STAAR, TELPAS) performance among targeted at-risk student populations.

Reduction in Academic Performance Gaps: Closing of achievement gaps between at-risk subgroups and general population peers through targeted Tier 2 and Tier 3

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Instructional Coach  
Counselors  
Teachers

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

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## Strategy 2

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

**Strategy's Expected Result/Impact:** Accelerated Academic Growth: Measurable increase in student achievement and rate of growth on progress monitoring tools (including MAP, CIAs, and mCLASS) for students receiving intensive interventions.

Increased STAAR Mastery: Higher percentage of identified students approaching, meeting, or exceeding grade-level standards on state assessments.

Fidelity of High-Quality Instruction: 100% implementation of district-approved High Quality Instructional Materials (HQIM) during Tier 2 and Tier 3 intervention blocks.

Streamlined Progress Tracking: Accurate, real-time tracking of student response to intervention and data-driven decision-making documented consistently within Branching Minds.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Instructional Coach  
Teachers

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

### Formative Reviews

### Strategy 3

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

**Strategy's Expected Result/Impact:** Early identification of students at risk for academic, behavioral, and attendance concerns.

Increased effectiveness of targeted interventions through consistent progress monitoring.

Improved student attendance, behavior, and academic performance.

Increased percentage of students meeting grade-level standards in reading and mathematics.

Reduced course failures and need for intensive interventions over time.

Enhanced collaboration among staff in supporting student success.

**Staff Responsible for Monitoring:** Principal

Assistant Principals

Instructional Coach

Student Data Specialist

Counselors

Teachers

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### Performance Objective 5

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

**Evaluation Data Source:** Counseling & Guidance Program Metrics: Student participation logs, small group intervention completion rates, and individual counseling session tracking.

School Climate & Mental Health Surveys: Fall and Spring staff, student, and family survey responses evaluating perceived school safety, climate, and access to mental health supports.

Behavioral & Discipline Indicators: Office Discipline Referrals (ODRs), student crisis response logs, and restorative discipline practice implementation data.

Attendance & Engagement Data: Chronic absenteeism rates, instructional time recovery, and student engagement benchmarks across target demographics.

Character Education & Training Artifacts: Staff completion records for Trauma-Informed Care professional development and campus-wide character lessons/initiative tracking logs.

### Strategy 1

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

**Strategy's Expected Result/Impact:** Compliance with State Direct Service Mandates: At least 80% of school counselor work time allocated to direct and indirect student services as required by Texas Education Code (TEC SS33.006).

Increased Access to Student Supports: Higher percentage of students receiving direct guidance curriculum, individual student planning, and responsive counseling services.

Reduction in Non-Counseling Duties: Systematic reduction or elimination of non-guidance administrative tasks assigned to counselors.

Enhanced Tracking & Accountability: Consistent documentation and monthly monitoring of counselor time allocation using district tracking logs or time-use evaluations.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
District Counseling Director  
School Counselors

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**Strategy 2**

Implement Project Wisdom ( Character Education Programming) through Social Studies and required observance.

**Strategy's Expected Result/Impact:** Increased Character Trait Awareness: Improved student comprehension and daily application of core ethical values, civic responsibility, and positive character traits campus-wide.

Seamless Curriculum Integration: Consistent execution of character education micro-lessons within Social Studies instruction and daily/weekly school announcements.

Improved Classroom & School Culture: Measurable reduction in minor behavioral disruptions and an increase in positive interpersonal interactions among students.

State & District Observance Compliance: Full alignment and documentation of state-mandated character education observances (e.g., Celebrate Freedom Week, Texas Character Education requirements).

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Grade Level Leads  
Counselors  
Teachers

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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:** Enhanced Staff Capacity: 100% of campus staff trained to recognize, respond to, and support student mental health, trauma, and wellness needs effectively.

Early Identification & Support: Increased accuracy and frequency of appropriate staff referrals to counseling, mental health, and crisis intervention services.

Safe & Supportive Environment: Measurable improvement in campus safety perception and school culture scores among staff and students following training implementation.

Consistent Crisis Protocols: Unified, campus-wide understanding and execution of district behavioral health and wellness safety protocols.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Counselors

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### Performance Objective 6

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

**Evaluation Data Source:** Health & Wellness Metrics: Student clinic visit logs, nurse referrals, vision/hearing screening results, and physical fitness assessment data (e.g., FitnessGram).

Counseling & Behavioral Health Logs: Student utilization rates for school counseling, mental health supports, social work interventions, and crisis management services.

Attendance & Participation Rates: Chronic absenteeism data, medical absence tracking, and student participation rates in physical education and wellness initiatives.

Student & Climate Surveys: Annual student, family, and staff feedback regarding physical health awareness, campus safety, emotional well-being, and overall school culture.

### 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 Substance Awareness & Prevention Skills: Measurable increase in student knowledge regarding the risks of substance use and mastery of peer refusal strategies.

Enhanced Decision-Making & Goal-Setting: Demonstrated application of effective goal-setting, emotion management, and conflict-resolution skills among 4th and 5th graders.

Reduction in Behavioral Infractions: Decrease in minor discipline referrals and behavioral incidents among upper elementary students following program completion.

Full Curriculum Fidelity: 100% of target 4th and 5th grade classrooms complete the prescribed Too Good for Drugs lesson modules.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Counselors

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**Strategy 2**

Campus Emergency Response Team ( ERT) will conduct a round table drill in the Fall and an All Campus AED Drill in February to coincide with heart month.

**Strategy's Expected Result/Impact:** Increased Emergency Preparedness & Response Speed: Enhanced readiness and faster response times among ERT members and campus staff during life-threatening health emergencies.

Mastery of Lifesaving Equipment Protocols: Demonstrated proficiency in quick AED location, deployment, and execution of CPR/AED procedures across campus staff.

Validation of Emergency Procedures: Successful identification and resolution of campus safety response gaps through the Fall table-top scenario review.

100% Drill Compliance & Readiness: Full completion of state and district safety drill protocols, ensuring all campus AED units are tested and functional.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Nurse  
Campus ERT  
Leadership Team

**Formative Reviews**

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**Strategy 3**

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

**Strategy's Expected Result/Impact:** Full Statutory Compliance: 100% compliance with Texas Education Code SS37.115 requirements for establishing a multi-disciplinary campus threat assessment team.

Proactive Risk Identification: Enhanced ability to identify, assess, and intervene early with individuals exhibiting harmful or threatening behaviors before incidents occur.

Trained Emergency Response: 100% of designated Threat Assessment Team members fully trained in state-approved threat assessment and safe school protocols.

Structured Threat Protocols: Implementation of standardized, data-driven procedures for conducting behavioral threat evaluations and managing campus safety interventions.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Counselors  
Campus SRO

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## Strategy 4

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:** Reduced DAEP Recidivism Rates: Measurable decrease in repeat DAEP placements and severe disciplinary referrals among participating students.

Seamless Re-entry & Academic Continuity: High percentage of returning students successfully maintaining passing grades and continuous attendance following DAEP transition.

Targeted Support Alignment: 100% of identified at-risk transition students receiving individualized wraparound support plans, academic tracking, and behavioral check-ins.

Enhanced Coordination: Improved communication, goal alignment, and data-sharing protocols between home campus staff, DAEP staff, and family support systems.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Counselors

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# Goal 2

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

## Performance Objective 1

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

**Evaluation Data Source:** Coaching & Walkthrough Logs: T-TESS observation data, coaching cycle records, and campus learning walk trends.

**Feedback & Reflection:** Professional learning exit tickets, participant evaluation surveys, and teacher goal reflection logs.

**Artifacts of Practice:** Teacher professional learning portfolios, PLC agenda/minutes, and individual action step tracking documents.

### 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:** Increased implementation of district-aligned instructional strategies, measurable progress on teachers' T-TESS growth goals, and improved student academic growth as evidenced by walkthrough data, coaching logs, and formative benchmark assessments.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Instructional Coach

**TEA Priorities:** Recruit, support, retain teachers and principals

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

#### Formative Reviews

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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:** 100% of teachers trained on the Learner Growth Experience model, leading to consistent implementation of growth-focused instructional practices and increased student progress toward individual learning goals.

Increased teacher confidence and competency in delivering the Learner Growth Experience, as measured by post-PD surveys, PLC artifacts, and walkthrough observation data.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Instructional Coach  
ILT

**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 2

Decrease staff turnover rates and retain high-performing educators.

**Evaluation Data Source:** Decrease staff turnover by 5% annually by fostering a supportive campus culture, providing targeted professional growth, and recognizing 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:** Increased staff retention rates, improved climate survey results, and actionable leadership adjustments to culture, workload, and support based on qualitative staff feedback.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals

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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:** Establishment of a functional campus climate committee, creation and implementation of a targeted climate action plan, measurable improvement on campus climate survey scores, and increased teacher retention rates.

100% execution of key milestones in the campus climate action plan, resulting in improved staff morale, reduced burnout indicators, and enhanced collaborative decision-making across grade-level teams.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
ILT

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Performance Objective 3

Develop and implement a campus performance management system on campus.

**Evaluation Data Source:** Coaching & Walkthrough Tracker: T-TESS observation data, coaching cycle records, and campus walk trends.

Instructional & Student Impact Data: Student growth metrics, formative assessment results, and classroom artifacts/student work samples.

Feedback & Reflection: Teacher goal reflection logs, action step completion tracking, and professional learning reflection surveys.

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:** Teachers will engage in a continuous coaching cycle that includes regular observations, actionable feedback, and individualized goal setting, leading to stronger instructional practices, increased student engagement, and improved academic outcomes. This process will support LHE's commitment to accelerating student growth, closing achievement gaps, and ensuring high levels of learning for all students.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Instructional Coach

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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:** Classroom Observations & Walkthroughs: T-TESS observation trends, early childhood instructional walkthrough data, and environment/setup rubrics.

Student Early Literacy & Math Assessments: Circle Progress Monitoring (CLI Engage), and quarterly progress monitoring data.

Instructional Artifacts & Planning: PLC agenda notes, aligned Tier 1 lesson plans, and common formative classroom assessment samples.

## Strategy 1

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:** Increased quality of Tier 1 Pre-K instruction, leading to improved teacher instructional practices, data-informed lesson delivery, and a 4% annual growth in student performance on end-of-year CLI Engage letter recognition and numeracy assessments.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Instructional Coach  
Pre-K Team Lead

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

**ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

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## Strategy 2

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

**Strategy's Expected Result/Impact:** Increased differentiation and targeted skill development in early literacy and numeracy, resulting in higher mastery on CLI Engage assessments, progress monitoring, and individual student growth goals.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Instructional Coach  
Pre-K Team Lead

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** 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 foundational literacy skills, phonemic awareness, and decoding proficiency, leading to improved student performance literacy benchmarks, mClass, and CLI Engage assessments.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Instructional Coach

**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 automaticity in number identification, addition, and subtraction.

**Strategy's Expected Result/Impact:** Increased mathematical fluency, computational accuracy, and deeper place value comprehension, leading to improved student performance on Math assessments.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Instructional Coach

**TEA Priorities:** Build a foundation of reading and math

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

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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.

**Evaluation Data Source:** State Assessment & Progress Metrics: STAAR Alt 2 results, TELPAS/TELPAS Alternate ratings, and STAAR/EOC performance data disaggregated by special population sub-groups.

Formative & Diagnostic Assessments: MAP/i-Ready growth data, mCLASS Texas/Lectura benchmark scores, and CLI Engage progress monitoring tools.

Individualized Growth Tracking: IEP Goal Progress Reports, Individualized Learning Plans (ILPs), and Advanced Learning Plans (ALPs) for Gifted and Talented students.

Instructional Artifacts & Walkthroughs: T-TESS walkthrough data, accommodations/modifications monitoring logs, and PLC agenda notes focused on differentiated instruction.

## Strategy 1

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:** Strengthened language acquisition and content comprehension for Emergent Bilinguals, resulting in higher proficiency gains on TELPAS ratings, increased progress on district formative benchmarks, and narrowed achievement gaps on state academic assessments.

**Staff Responsible for Monitoring:** Campus Principal  
Assistant Principals  
Linguistic Acquisition Teachers

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

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## Strategy 2

Monitor and adjust implementation of the Elementary Language Allocation Plan in bilingual classrooms to strengthen math and reading fluency, comprehension, and automaticity based on student needs and data.

**Strategy's Expected Result/Impact:** Increased biliteracy and dual-language development, higher academic growth on Spanish/English reading and math assessments (mCLASS Lectura/Math, CLI Engage, district benchmarks), and accelerated proficiency gains for Emergent Bilingual students across all language targets.

**Staff Responsible for Monitoring:** Campus Principal  
Assistant Principals  
Bilingual/ESL Campus Specialists

**TEA Priorities:** Build a foundation of reading and math

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## Strategy 3

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:** Increased fidelity of Special Education service delivery, aligned lesson planning, and consistent documentation, resulting in data-informed instructional adjustments, higher rate of IEP goal mastery, and narrowed achievement gaps on state and district assessments.

**Staff Responsible for Monitoring:** Campus Principal  
Assistant Principals  
Special Education Department Chair/Campus Lead

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## Strategy 4

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

**Strategy's Expected Result/Impact:** Increased academic growth, critical thinking skills, and engagement for Gifted and Talented students, resulting in higher performance on advanced measures (such as STAAR Masters Level attainment, MAP/i-Ready high-percentile growth targets), and enhanced performance on advanced learning project rubrics.

**Staff Responsible for Monitoring:** Campus Principal  
Assistant Principals  
Campus GT Teacher  
Classroom Teachers

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### Strategy 5

Include campus strategies to address SPED accountability targets

**Strategy's Expected Result/Impact:** Improved Special Education performance indicators under Results Driven Accountability (RDA) and State Performance Plan (SPP) targets, including increased STAAR/STAAR Alternate 2 passing and growth rates, higher SPED inclusion rates in general education settings, timely IEP evaluation/compliance timelines, and a reduction in the special education academic achievement gap on state benchmarks.

**Staff Responsible for Monitoring:** Campus Principal  
Assistant Principals  
Special Education Department Chair

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### Performance Objective 3

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

**Evaluation Data Source:** Classroom Observations & Implementation Trends: T-TESS observation trends, RISD Learning Framework walkthrough data, and campus-wide instructional priority tracking logs.

Academic Growth & Benchmark Outcomes: NWEA MAP growth and achievement scores, STAAR/EOC performance data, and district common formative assessment (CFA) results.

Instructional Planning & Artifacts: Lesson internalization logs, grade-level/department PLC agendas and minutes, and aligned Tier 1 instructional materials.

### Strategy 1

Address and increase STAAR/EOC performance for students in 3rd grade Math and Reading, Reading (2026-2027 goal= 81%) and Math (2026- 2027 goal= 75%) per BOT goals.

**Strategy's Expected Result/Impact:** Increased proportion of 3rd graders scoring Meets Grade Level or higher on district benchmarks and STAAR from baseline to target goal.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Instructional Coach

ILT

Classroom Teachers

**TEA Priorities:** Build a foundation of reading and math

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

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## Strategy 2

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

**Strategy's Expected Result/Impact:** Full implementation of K-5 High-Quality Instructional Materials (HQIM), combined with continuous job-embedded coaching, will build rigorous Tier 1 instruction across all grade levels--resulting in a [ 2% ] increase in 3rd-grade students scoring Meets Grade Level or Above on STAAR Reading Language Arts and Mathematics by May 2027.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Instructional Coach

ILT

Classroom Teachers

**TEA Priorities:** Build a foundation of reading and math

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

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## Strategy 3

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

**Strategy's Expected Result/Impact:** Increased teacher mastery of content standards, higher fidelity of HQIM execution, and improved lesson alignment, resulting in enhanced Tier 1 instructional delivery, higher common formative assessment (CFA) pass rates, and accelerated growth on district benchmarks and STAAR assessments.

**Staff Responsible for Monitoring:** Campus Principal  
Assistant Principals  
Instructional Coach  
Grade Level Chair

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**Strategy 4**

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

**Strategy's Expected Result/Impact:** Timely identification of learning gaps, precise re-teach plans, and improved student mastery on priority content standards, leading to increased meeting/exceeding standards rates on district checkpoints, MAP benchmarks, and STAAR/EOC assessments in 3rd grade Reading & Math.

**Staff Responsible for Monitoring:** Campus Principal  
Assistant Principals  
Instructional Coaches

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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:** Enhanced campus leadership capacity in instructional coaching, observation, and data-driven decision-making, leading to improved teacher retention, strengthened Tier 1 instructional practices, and higher campus-wide academic performance and student growth metrics.

**Staff Responsible for Monitoring:** Campus Principal  
Executive Director / Assistant Superintendent of Leadership  
LIFT Program Grant Lead

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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:** Greater administrator and teacher data literacy, proactive monitoring of student performance across state accountability domains (Domain 1: Student Achievement, Domain 2: School Progress, Domain 3: Closing the Gaps), and targeted instructional interventions that increase student growth rates and campus accountability performance.

**Staff Responsible for Monitoring:** Campus Principal  
Assistant Principals  
Instructional Coach

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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:** Increased purposeful, high-leverage technology integration that enhances student collaboration and active learning, leading to a decrease in passive screen time, higher student engagement, and improved academic growth on digital formative assessments and MAP benchmarks.

**Staff Responsible for Monitoring:** Campus Principal  
Assistant Principals  
Campus Instructional Technology Specialist (I-Team Lead)  
Instructional Coach

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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:** Higher student mastery of core competencies (Critical Thinking, Communication, Real-World Problem Solving) outlined in the RISD Graduate Profile, resulting in increased academic growth on standard assessments, greater student engagement, and improved performance on performance tasks and authentic learning artifacts.

**Staff Responsible for Monitoring:** Campus Principal  
Assistant Principals  
Instructional Coach

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**Strategy 3**

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

**Strategy's Expected Result/Impact:** Increased community engagement, broader awareness of campus specialized offerings, higher student retention and magnet/choice enrollment, and stronger community alignment with RISD's "The ONE" vision as demonstrated by parent survey feedback and showcase event attendance

**Staff Responsible for Monitoring:** Campus Principal  
Assistant Principals

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**Strategy 4**

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:** Greater community engagement, higher parent trust and enrollment stability, increased participation in specialized campus offerings, and broader community alignment with RISD's "The ONE" campaign through transparent displays of student success

**Staff Responsible for Monitoring:** Campus Principal  
Assistant Principals

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## Performance Objective 5

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

**Evaluation Data Source:** Math & Reading Growth Benchmarks: NWEA MAP Growth conditional growth percentiles (CGP) and RIT achievement scores (K-5 Reading and Math), along with district Common Formative Assessment (CFA) proficiency levels.

Early Reading & Literacy Diagnostics

State Assessment Performance: STAAR 3rd-5th grade Reading Language Arts (RLA) and Mathematics performance metrics (Meets and Masters Grade Level standards), disaggregated by student populations (EB, SPED)

### 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:** 100% participation of 5th graders, in hands-on financial literacy and career simulations, resulting in heightened career awareness, improved practical budgeting and soft skills, and stronger alignment with RISD Graduate Profile competencies

**Staff Responsible for Monitoring:** Campus Principal  
Assistant Principals  
5th Grade Level Team Lead

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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 97% or higher and reduce chronic absenteeism for the 26-27 school year.

**Strategy's Expected Result/Impact:** Increase instructional time and improve student academic outcomes by addressing attendance issues.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Classroom Teachers  
Student Data Specialist

**TEA Priorities:** Build a foundation of reading and math

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### Performance Objective 6

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

**Evaluation Data Source:** Coaching & Implementation Logs:

Region 10 and LIFT Grant coaching visit logs, schedules, and debrief documentation

T-TESS observation data, RISD Learning Framework walkthrough forms, and coaching feedback trackers aligned to District Instructional Priorities

Academic & Growth Metrics:

NWEA MAP Growth (RIT scores and conditional growth percentiles) and mCLASS benchmark data

STAAR / EOC performance metrics and progress measures across all student groups

District Common Formative Assessment (CFA) proficiency levels and classroom progress monitoring

Professional Learning & Feedback:

Grade-level and department PLC agenda notes, lesson internalization artifacts, and priority tracking logs

Administrator and instructional staff feedback surveys evaluating coaching support and implementation impact

### Strategy 1

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:** Increased instructional alignment with District Instructional Priorities, improved classroom execution of high-quality Tier 1 instruction, enhanced administrator and teacher capacity through targeted coaching, and demonstrated student growth on MAP and STAAR assessments.

**Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches, Region 10 Support Team, and LIFT Grant Coordinators

**ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, 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:** Partnership Roster & Logs: Centralized district database/log of active business, industry, and community partnerships tracking annual growth and commitment levels

Student & Staff Engagement Artifacts:

Student Participation Records: Rosters and attendance records for student work-based learning, internships, site visits, guest speaker events, and industry mentorship programs

Staff Opportunities & Resource Support: Documentation of business-sponsored staff development, externships, donated instructional materials, or grant/funding support

Feedback & Perception Data:

Partner & Campus Surveys: End-of-year partner satisfaction surveys and campus coordinator feedback measuring program effectiveness and impact

## 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:** Increased community and business engagement, formal establishment of new district/campus partnerships, enhanced community understanding of campus needs, and expanded real-world opportunities and support for students and staff in alignment with the North Star Goal.

**Staff Responsible for Monitoring:** Campus Administrators, Executive Director of Community Relations/Partnerships, and Campus Community Liaisons

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 3: Integrated Student Support Systems

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## Performance Objective 2

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

**Evaluation Data Source:** ParentSquare Analytics & Usage Reports:

ParentSquare contactability metrics and contact rate reports tracking progress from 96% toward 100%

Reachability reports, bounce/undelivered message tracking logs, and bad contact info resolution counts

System Adoption & Delivery Logs:

District, campus, and classroom message delivery rates across email, SMS, and app notifications

Parent account registration rates, app download metrics, and portal login activity logs

Feedback & Communication Impact Data:

Parent and guardian communication feedback surveys evaluating platform ease-of-use and message timeliness

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 family engagement, improved two-way communication transparency, consistent weekly updates on campus events and academics, and higher parent contactability/reachability across all student demographics through ParentSquare tracking.

**Staff Responsible for Monitoring:** Campus Principal  
Assistant Principals

**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 awareness and family involvement, stronger relationships with local neighborhood associations and business partners, expanded volunteer support, and improved overall campus brand perception through cohesive, multi-channel communications.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal

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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.

Evaluation Data Source: Parent & Family Engagement Tracking:

Parent/Teacher conference attendance logs and digital sign-in sheets

ParentSquare communication, message reach rates, and goal-sharing post confirmation reports

Home Learning & Goal Documentation:

Completed student goal-setting forms, individual student growth conference sheets, and signed parent pledge/ acknowledgment forms

Student-led conference artifacts and goal-tracking portfolios shared with families

Survey & Perception Data:

Fall/Spring parent and guardian feedback surveys regarding awareness of student growth goals and home learning resources

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: Increased parent awareness of student academic growth goals, higher conference participation, and improved home-school collaboration, leading to measurable student academic progress.

Staff Responsible for Monitoring: Principal  
Assistant Principals  
Teachers  
Instructional Coach

ESF Levers: Lever 3: Integrated Student Support Systems

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# Goal 5

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

## Performance Objective 1

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

**Evaluation Data Source:** Annual campus/district financial audit reports, quarterly budget variance analysis logs, and monthly expenditure tracking reports.

### Strategy 1

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

**Strategy's Expected Result/Impact:** 100% staff compliance with district financial policies, reduced audit findings, zero handling errors or lost funds, and streamlined ordering and receiving processes across all campus departments.

**Staff Responsible for Monitoring:** Principal  
Executive Assistant

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### Strategy 2

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

**Strategy's Expected Result/Impact:** Reduced campus utility costs, optimized HVAC/lighting efficiency, decreased energy waste, and increased eco-friendly practices across facilities.

**Staff Responsible for Monitoring:** Principal  
Head Custodian  
Facilities

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## Performance Objective 2

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

**Evaluation Data Source:** Safety & Security Audits: Annual campus safety audits, monthly emergency drill logs (fire, lockdown, weather), and district risk management inspection reports.

Facilities & Climate Surveys: Annual staff, student, and parent climate/satisfaction surveys regarding campus cleanliness, physical safety, and facility maintenance.

### Strategy 1

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

**Strategy's Expected Result/Impact:** Strategy's Expected Result/Impact: 100% compliance with Texas SB 12 requirements, updated parent notification/consent workflows (health services, library/instructional opt-outs, and club participation), and enhanced transparent communication with families.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Student Data Specialist  
Nurse  
Counselor

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

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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:** 100% student and staff mastery of Standard Response Protocol (SRP) safety actions (Evacuate, Hold, Lockdown, Shelter, Secure), ensuring efficient, standardized emergency responses and a safe campus environment.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Emergency Response Team

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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:** Ongoing reinforcement and 100% mastery of Standard Response Protocol (SRP) emergency procedures throughout the school year, resulting in swift, confident execution of safety protocols by all students and staff.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Emergency Response Team

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**Performance Objective 3**

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

**Evaluation Data Source:** Device Inventory & Lifecycle Audits: Annual 1:1 student/staff device inventory counts, device refresh/replacement cycle schedules, and lost/damaged asset reports.

Usage & Adoption Analytics: Educational software/digital platform engagement reports, network bandwidth utilization logs, and staff technology integration surveys

**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:** 100% accountancy of student 1:1 devices, 100% student completion of digital citizenship requirements within the first nine weeks, and rapid resolution of technical issues to minimize instructional downtime.

**Staff Responsible for Monitoring:** Principal  
Assistant Principals  
Librarian  
IT Specialist

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**Performance Objective 4**

Implement Bond 2025

**Evaluation Data Source:** On-time, on-budget completion of campus-assigned Bond 2025 facility renovations, instructional technology upgrades, and infrastructure enhancements with minimal disruption to instruction.

**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:** On-time, on-budget completion of campus-assigned Bond 2025 facility renovations, instructional technology upgrades, and infrastructure enhancements with minimal disruption to instruction.

**Staff Responsible for Monitoring:** Principal  
Facilities

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