

Richardson Independent School District



Lake Highlands Middle School

2026-2027 Campus Improvement Plan

Mission Statement

LHJH is a FAMILY of students, teachers, administrators, and community members committed to engaging, inspiring, connecting and supporting the safety and success of ALL.

Vision

Value Statement

WILDCAT COMMITMENT

Wildcats are solution-oriented, open-minded professionals who collaborate to creatively communicate content in a positive manner. We are dependable, hard-working, and genuinely love junior high kids with compassion, kindness, and grace.

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Goals

Goal 1

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

Performance Objective 1

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: Increase student ownership of learning and personal growth, with at least 90% of students establishing and documenting both an academic growth goal and a Graduate Profile (Life Ready) goal by the end of the first grading period.

Ensure that 100% of students submit quarterly artifacts demonstrating progress toward their identified goals through Schoology portfolios or designated campus tracking tools.

Improve student self-reflection, goal-setting, and college/career readiness skills, as evidenced by student portfolio artifacts, advisory reflections, and growth data reviews throughout the school year.

Staff Responsible for Monitoring: Advisory Teachers (facilitate goal-setting activities, monitor quarterly artifact submissions, and support student reflection);

Counselors (provide guidance on Graduate Profile goals and monitor student participation);

Instructional Coaches and Campus Administration (review implementation data, monitor completion rates, and provide support to staff to ensure fidelity of the process).

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

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Strategy 2

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

Strategy's Expected Result/Impact: Administer MAP Growth assessments to at least 95% of eligible students in Reading and Mathematics during the Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) testing windows. Increase the percentage of students meeting or exceeding their projected growth targets by at least 5% by the end of the school year, as measured by MAP Growth reports.

Ensure timely and accurate assessment data is available to inform instructional planning, intervention placement, and student goal-setting.

Promote student ownership of learning by reviewing MAP results with students and utilizing data to establish individualized growth goals and monitor progress throughout the year.

Staff Responsible for Monitoring: Campus Administration (develop testing schedules, monitor participation rates, and review campus-wide growth data); Instructional Coaches (coordinate testing procedures, analyze assessment data, and support teachers with instructional planning); Teachers (ensure student participation, review results with students, and utilize data to guide instruction and interventions); Counselors (support student goal-setting and monitor student growth trends).

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

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Strategy 3

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

Strategy's Expected Result/Impact: Ensure that 100% of students establish and document an academic growth goal and a Graduate Profile (Life Ready) goal within Schoology by the end of the first grading period. Students will upload and reflect on one portfolio artifact per quarter, resulting in four documented artifacts annually that demonstrate progress toward their goals.

Increase student ownership of learning, with at least 90% of students maintaining an up-to-date Schoology portfolio and completing quarterly reflections on goal progress.

Strengthen student self-advocacy, goal-setting, and college/career readiness skills by providing a structured process for monitoring growth and showcasing evidence of achievement throughout the school year.

Staff Responsible for Monitoring: iTeam (provide all Schoology training, resources, and technical support for staff and students); Advisory Teachers (facilitate goal-setting activities, monitor portfolio completion, and provide feedback on quarterly artifacts); Counselors (support students in developing and monitoring academic and Life Ready goals); Campus Administration and Instructional Coaches (review completion data, monitor implementation fidelity, and ensure quarterly artifact submissions are completed).

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

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Performance Objective 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 middle and end of year conferences.

Strategy's Expected Result/Impact: Ensure that 100% of staff establish a professional growth goal aligned to a district-identified priority T-TESS dimension and submit evidence of progress during middle-of-year and end-of-year conferences.

Increase teacher effectiveness, with at least 80% of staff demonstrating measurable growth in their targeted T-TESS dimension as evidenced through conference documentation, walkthrough data, observations, and submitted artifacts.

Promote a culture of continuous improvement, reflection, and professional learning by requiring staff to regularly monitor progress, reflect on practices, and adjust strategies to support student achievement and professional growth.

Staff Responsible for Monitoring: Supervising Principals (review goals, monitor progress, conduct middle-of-year and end-of-year conferences, and provide feedback aligned to T-TESS dimensions); Instructional Coaches (support goal implementation, provide coaching and resources, and assist with evidence collection); All Staff (maintain goal documentation, submit evidence, and participate in reflective conferences).

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

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Performance Objective 3

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

Strategy 1

Implement and consistently reinforce campus-wide Tier I behavior expectations through direct instruction, advisory lessons, PBIS recognition, and a standardized discipline response process for all staff.

Strategy's Expected Result/Impact: Decrease student discipline referrals by at least 10% by the end of the school year.

Ensure 100% of staff consistently implement campus behavior expectations and the discipline management plan, as evidenced through walkthroughs and discipline data reviews.

Increase positive student behavior and school climate, with at least 80% of students demonstrating understanding of campus expectations and earning positive behavior recognitions throughout the school year.

Staff Responsible for Monitoring: Campus Administration (monitor implementation, review discipline data, and provide staff support and feedback);

PBIS Team (analyze behavior trends and monitor positive behavior recognition systems);

Counselors (support student behavior interventions and expectation lessons);

Teachers and Advisory Leaders (teach, reinforce, and consistently implement campus behavior expectations).

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, 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: Increase successful outcomes for Tier 2 behavior students, with at least 70% of identified students demonstrating a reduction in repeated behavior incidents within one semester.

Ensure 100% of students identified for Tier 2 behavioral support receive research-based interventions aligned to the district Behavior Framework and have documented progress monitoring.

Decrease overall behavior referrals by at least 10% through timely intervention, data review, and responsive support for students demonstrating behavioral concerns.

Staff Responsible for Monitoring: MTSS Behavior Team (review student data, identify students for Tier 2 support, assign interventions, and monitor progress);

Counselors (implement and support behavioral interventions, conduct student check-ins, and communicate with families);

Campus Administration (review behavior data, monitor intervention fidelity, and support implementation of the district Behavior Framework);

Teachers (implement classroom-based interventions, document student progress, and provide data during MTSS reviews).

ESF Levers: Lever 3: Integrated Student Support Systems

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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: Increase student and staff awareness of the Code of Civility, with at least 90% demonstrating understanding of campus expectations through surveys, classroom discussions, and advisory activities.

Reduce incidents involving disrespectful, disruptive, or uncivil behavior by at least 10% by the end of the school year, as measured through discipline and behavior data.

Promote a positive campus culture by ensuring the Code of Civility is visibly reinforced through campus signage, digital displays, newsletters, announcements, and school-wide activities throughout the year.

Staff Responsible for Monitoring: Campus Administration (oversee implementation, monitor behavior data, and ensure consistent communication of expectations);

Counselors (support civility lessons, student reflection activities, and positive culture initiatives);

Teachers and Advisory Teachers (reinforce the Code of Civility through classroom instruction and daily interactions);

PBIS Team and Campus Leadership Team (monitor implementation, review data trends, and recommend adjustments to communication and reinforcement efforts).

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

Develop and implement a comprehensive transition support process for all newly enrolled and transfer students and families, including an intake meeting, expectations review, campus orientation, and connection to academic and social-emotional supports within the first two weeks of enrollment.

Strategy's Expected Result/Impact: Ensure 100% of transfer students receive orientation and support services upon enrollment.

Increase student attendance, academic success, and positive behavioral outcomes among transfer students.

Strengthen family-school partnerships through proactive communication and support.

Staff Responsible for Monitoring: Counselors; Campus Administration; Attendance Clerk; Teachers; MTSS Team.

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

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Performance Objective 4

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

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: Increase academic and behavioral success for identified at-risk students, with at least 70% of students receiving Tier 2 and Tier 3 supports demonstrating measurable growth in academics, attendance, behavior, or language acquisition within one semester.

Ensure 100% of economically disadvantaged, STAAR-failed, McKinney-Vento, emergent bilingual, and special education students identified for intervention receive targeted supports and documented progress monitoring through the MTSS process.

Reduce the number of at-risk students failing one or more courses and increase student achievement on district and state assessments through timely identification, intervention, and monitoring.

Staff Responsible for Monitoring: Campus Administration (monitor intervention implementation, review student data, and ensure fidelity of MTSS processes);

MTSS Team (identify students in need of support, assign interventions, monitor progress, and adjust plans as needed);

Counselors (coordinate supports for at-risk students, monitor attendance and behavior data, and facilitate family outreach);

Teachers (implement interventions, monitor student progress, and document outcomes);

Special Education and ESL Staff (provide specialized supports, monitor student growth, and collaborate with intervention teams).

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

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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: Increase academic achievement for students identified for accelerated learning and intensive intervention, with at least 70% of identified students demonstrating measurable growth on district assessments, MAP, STAAR, and classroom-based assessments.

Ensure 100% of students requiring intervention or acceleration are identified through campus data reviews, receive targeted support utilizing district-approved High Quality Instructional Materials (HQIM), and have documented progress monitoring in Branching Minds.

Strengthen data-driven decision-making by utilizing Branching Minds to monitor intervention effectiveness, adjust supports based on student performance, and ensure timely communication among staff regarding student progress.

Staff Responsible for Monitoring: Campus Administration (monitor implementation, review student outcome data, and ensure fidelity of intervention and acceleration processes);

MTSS Team (identify students for support, review progress monitoring data, and adjust interventions as needed);

Instructional Coaches (support use of High Quality Instructional Materials, analyze student performance data, and provide teacher coaching);

Teachers (implement interventions and acceleration supports, document progress in Branching Minds, and communicate student growth);

Counselors and Intervention Specialists (support student monitoring, coordinate services, and collaborate with teachers and families regarding progress).

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

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Strategy 3

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

Strategy's Expected Result/Impact: Increase student success by ensuring at least 70% of students identified through attendance, behavior, reading and math intensive courses, or course failure indicators demonstrate measurable improvement within one semester.

Ensure 100% of identified students have documented interventions, progress monitoring, and support plans maintained in Branching Minds.

Reduce the number of students failing courses, exhibiting chronic absenteeism, or requiring repeated behavioral interventions through timely identification, intervention, and data-driven decision-making.

Staff Responsible for Monitoring: Campus Administration (monitor identification processes, review student outcome data, and ensure fidelity of MTSS implementation);

MTSS Team (review student data, assign interventions, monitor progress, and adjust supports as needed);

Counselors (monitor attendance, behavior, and academic indicators; coordinate interventions and family communication);

Teachers (implement interventions, document student progress in Branching Minds, and participate in progress-monitoring meetings);

Academic Success Coaches (support academic interventions, analyze data trends, and provide guidance on effective intervention strategies).

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

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Performance Objective 5

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

Strategy 1

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

Strategy's Expected Result/Impact: Ensure 100% compliance with Texas Education Code requirements for the delivery of direct student services through the comprehensive school counseling program.

Increase student access to academic, college and career, and social-emotional supports, with 100% of students receiving counseling services, lessons, or interventions aligned to identified student needs and campus goals.

Improve student outcomes in attendance, behavior, academic achievement, and postsecondary readiness through the consistent implementation of counseling services, small groups, responsive services, and individual student planning.

Staff Responsible for Monitoring: Counselors (plan, deliver, document, and evaluate direct student services in accordance with state requirements and the district counseling framework);

Lead Counselor (monitor compliance, coordinate counseling services, review program data, and support implementation fidelity);

Campus Administration (monitor program effectiveness, review service delivery data, and ensure compliance with state and district expectations).

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, 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: Increase student understanding and application of positive character traits by ensuring 100% of students participate in Project Wisdom lessons and required observance activities throughout the school year.

Improve school climate and student behavior, with at least 80% of students demonstrating understanding of monthly character themes through classroom discussions, reflections, and related activities.

Reduce discipline referrals related to disrespectful or inappropriate behavior by at least 10% through consistent character education and reinforcement of positive citizenship skills.

Staff Responsible for Monitoring: Counselors (coordinate Project Wisdom resources, support lesson implementation, and monitor participation);

Social Studies Teachers (deliver Project Wisdom lessons and required observance activities, facilitate student reflection, and document completion);

Campus Administration (monitor implementation, review behavior and climate data, and ensure compliance with required observances);

Teachers and Advisory Teachers (reinforce character education themes and promote connections to student behavior and decision-making).

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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

Strategy's Expected Result/Impact: Ensure 100% of campus staff complete Safer Minds, Safer Schools training and demonstrate an understanding of procedures for identifying, supporting, and responding to student wellness concerns.

Increase staff capacity to recognize early warning signs related to student mental health, safety, and wellness, resulting in timely referrals and interventions for students in need of support.

Strengthen campus systems of care by improving collaboration among teachers, counselors, administrators, and support staff, leading to increased access to appropriate student support services and resources.

Staff Responsible for Monitoring: Campus Administration (coordinate training, monitor completion rates, and ensure implementation of learned practices);

Counselors (provide guidance on student wellness supports, monitor referral processes, and assist with follow-up interventions);

All Staff (complete required training and implement strategies to support student wellness and safety);

Campus Threat Assessment Team (review wellness concerns, monitor intervention effectiveness, and support comprehensive student safety and wellness efforts).

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

Implement a Peer Helper and Student Mentoring program in partnership with Lake Highlands High School, providing opportunities for peer mentoring, conflict resolution, leadership development, and positive relationship building for students identified through counseling, MTSS, attendance, behavior, or academic concerns.

Strategy's Expected Result/Impact: Increase student connectedness and school engagement by ensuring participating students have regular access to peer mentorship and positive adult support.

Reduce discipline referrals related to peer conflict by at least 10% by the end of the school year.

Improve attendance, behavior, and academic outcomes for participating students through ongoing mentoring and relationship-building opportunities.

Staff Responsible for Monitoring: Counselors; Campus Administration; Advisory Teachers; MTSS Team; LHHS Peer Helpers Sponsor.

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 6

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

Strategy 1

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

Strategy's Expected Result/Impact: Ensure 100% of students in grades 6-8 participate in evidence-based prevention lessons from Catch My Breath and the Stanford REACH Lab as part of the campus substance use prevention program.

Increase student knowledge of the risks associated with vaping, nicotine use, and substance abuse, with at least 85% of students demonstrating growth on pre- and post-assessments administered during the lessons.

Reduce vaping- and substance-related discipline incidents by at least 10% by the end of the school year through increased student awareness, prevention education, and healthy decision-making skills.

Staff Responsible for Monitoring: Counselors (coordinate lesson implementation, monitor participation, collect assessment data, and provide follow-up support for students);

Health and Advisory Teachers (deliver lessons with fidelity and facilitate student discussions and reflections);

Campus Administration (monitor implementation, review discipline and participation data, and ensure alignment with campus prevention goals);

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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: Ensure the Campus Emergency Response Team (ERT) conducts one roundtable emergency response drill during the fall semester and one campus-wide AED drill during February in recognition of American Heart Month.

Increase staff preparedness and confidence in emergency response procedures, with at least 90% of participating staff demonstrating knowledge of emergency protocols and AED response procedures during drill debriefs.

Strengthen campus safety by identifying and addressing gaps in emergency response systems, ensuring timely and effective responses during medical and campus emergencies.

Staff Responsible for Monitoring: Campus Emergency Response Team (ERT) Members (plan, facilitate, and evaluate drills; document outcomes and recommendations for improvement);

School Nurse (coordinate AED drill procedures, provide training and guidance, and review response effectiveness);

Campus Administration (support drill implementation, monitor staff participation, and ensure compliance with campus emergency protocols);

Safety and Security Personnel (assist with drill execution, response procedures, and post-drill evaluations).

Provide your feedback on BizChat

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

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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: Ensure 100% of Campus Threat Assessment Team (CTAT) members complete required training and maintain compliance with the requirements outlined in Texas Education Code 37.115.

Increase campus capacity to identify, assess, and respond to potential threats by ensuring all threat assessment cases are reviewed using established district protocols and documented in a timely manner.

Strengthen campus safety and student support systems by ensuring 100% of identified concerns receive appropriate assessment, intervention, and follow-up services throughout the school year.

Staff Responsible for Monitoring: Campus Administration (ensure team formation, monitor training completion, oversee threat assessment processes, and ensure compliance with state and district requirements);

Campus Threat Assessment Team Members (participate in required training, conduct threat assessments, document findings, and monitor follow-up actions);

Counselors (coordinate student support services, monitor interventions, and participate in threat assessment reviews);

School Resource Officer and Student Services Personnel (participate in assessments, provide expertise and support, and assist with intervention planning and implementation).

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

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Strategy 4

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

Strategy's Expected Result/Impact: Ensure 100% of students in grades 6-8 participate in the Sandy Hook Promise suicide prevention curriculum and receive age-appropriate instruction on recognizing warning signs, trusted reporting methods, and available support resources.

Increase student awareness of suicide prevention and help-seeking behaviors, with at least 85% of students demonstrating increased knowledge through lesson reflections, surveys, or program assessments.

Strengthen the campus culture of safety and support by increasing timely reporting of student concerns and ensuring students understand how to access help for themselves or a friend.

Staff Responsible for Monitoring: Counselors (coordinate curriculum implementation, provide student support, monitor participation, and respond to identified concerns);

Campus Administration (ensure implementation fidelity, monitor participation data, and support campus wellness initiatives);

Teachers and Advisory Teachers (facilitate designated lessons, reinforce key prevention messages, and refer student concerns as appropriate);

Campus Threat Assessment Team (monitor referrals, coordinate interventions, and provide follow-up support for students identified as needing assistance).

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

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Strategy 5

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: Increase successful transitions from DAEP to the home campus, with at least 80% of participating students demonstrating improved attendance, behavior, and academic performance within one semester of reentry.

Ensure 100% of students returning from DAEP are assigned a transition case manager, receive a personalized reentry plan, and participate in ongoing progress monitoring and wraparound support services.

Reduce recidivism rates and repeat disciplinary placements by providing proactive interventions, family engagement, mentoring, counseling supports, and regular check-ins for students identified as at-risk.

Staff Responsible for Monitoring: Intervention Counselor (coordinate reentry plans, monitor student progress, facilitate family communication, and connect students to support services);

Counselors (provide social-emotional support, conduct regular check-ins, and assist with intervention planning);

Campus Administration (monitor reentry outcomes, review behavior and attendance data, and ensure implementation fidelity);

MTSS Team (review student progress, coordinate interventions, and adjust support plans as needed);

Teachers (monitor academic and behavioral performance, communicate concerns, and implement identified student supports).

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 6

Provide annual bullying prevention lessons for all students utilizing district-approved resources and age-appropriate instructional activities focused on recognizing bullying behaviors, reporting concerns, and supporting peers.

Strategy's Expected Result/Impact: Increase student awareness of bullying prevention strategies and reporting procedures.

Reduce reported bullying incidents by at least 10%.

Improve student perceptions of safety and belonging on campus.

Staff Responsible for Monitoring: Counselors; Teachers; Advisory Teachers; Campus Administration.

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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Goal 2

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

Performance Objective 1

Provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact on the training on the North Star Goal.

Evaluation Data Source: Professional Learning Feedback & Exit Surveys: Participant reaction and growth feedback surveys collected immediately following professional development sessions.

North Star Goal Impact & Application Artifacts: Mid-year and end-of-year follow-up survey data measuring how participants applied learning toward district North Star Goal metrics.

Professional Development Attendance & Completion Logs: System management records tracking participation rates across aligned learning pathways.

Instructional Coaching & Observation Data: Campus walk-through logs, coaching cycle notes, and evaluation rubrics measuring classroom implementation of professional learning.

Student Growth & Performance Data: Assessment and progress-monitoring data tied directly to the instructional outcomes emphasized in professional learning opportunities.

Strategy 1

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: Increase the effectiveness of Tier I instruction, with at least 90% of teachers demonstrating implementation of district instructional priorities as evidenced through learning walks, coaching cycles, and classroom observations.

Ensure professional learning is responsive to campus needs by utilizing teacher feedback, walkthrough data, and student performance data to guide ongoing job-embedded support and coaching.

Improve student achievement and growth by strengthening instructional practices, data-driven decision-making, and the consistent implementation of high-quality instructional strategies across all classrooms.

Staff Responsible for Monitoring: Campus Administration (plan and deliver professional learning, conduct learning walks, provide feedback, monitor implementation, and evaluate impact on student outcomes);

Instructional Coaches (facilitate coaching cycles, support teacher growth, analyze instructional data, and provide targeted professional development);

Teacher Leaders/PLC Facilitators (support implementation of district priorities, facilitate collaborative learning, and share effective instructional practices);

All Instructional Staff (participate in professional learning, implement feedback, reflect on practice, and utilize student data to improve instruction).

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

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Strategy 2

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

Strategy's Expected Result/Impact: Increase teacher capacity to implement the Learner Growth Experience, with at least 90% of teachers demonstrating evidence of implementation through classroom observations, lesson planning, and walkthrough data.

Ensure 100% teacher participation in campus professional development days focused on the Learner Growth Experience and district instructional priorities.

Improve the quality of Tier I instruction and student engagement by providing ongoing professional learning, collaboration, and implementation support aligned to the RISD Learning Framework and Learner Growth Experience.

Staff Responsible for Monitoring: Campus Administration (plan and facilitate professional development, monitor participation, conduct walkthroughs, and evaluate implementation effectiveness);

Instructional Coaches (provide training, coaching, modeling, and follow-up support related to the Learner Growth Experience);

iTeam and District Support Staff (provide specialized training and resources as needed to support implementation);

All Instructional Staff (participate in professional learning and implement Learner Growth Experience strategies in classroom instruction).

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

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

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

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

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

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

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

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

Strategy 1

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

Strategy's Expected Result/Impact: Increase staff retention by identifying and addressing campus-specific factors impacting employee satisfaction, with a goal of reducing campus turnover by at least 5% from the previous school year.

Ensure 100% of departing staff members are provided the opportunity to complete an exit survey and that all new and returning staff participate in scheduled stay interviews to provide feedback regarding school culture, workload, professional growth, and instructional support.

Improve staff satisfaction and engagement, with at least 80% of staff reporting positive perceptions of campus culture, communication, and support systems on climate surveys.

Utilize survey and interview data to develop targeted action plans that strengthen employee support, improve working conditions, and enhance overall staff morale and effectiveness.

Staff Responsible for Monitoring: Campus Administration (coordinate exit surveys and stay interviews, analyze feedback trends, develop improvement plans, and monitor retention data);

Instructional Leadership Team (review staff feedback related to instructional support, professional learning, and coaching needs);

Department Chairs and Team Leaders (provide input on staff concerns, support follow-up actions, and promote positive campus culture);

Executive Assistant (maintain survey records, compile participation data, and assist with communication and reporting).

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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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: Increase staff satisfaction and engagement by improving identified low-scoring areas on the campus climate survey, with at least a 5% increase in targeted survey domains by the next administration.

Develop and implement a campus action plan based on staff feedback, ensuring that 100% of identified priority areas are reviewed and addressed by the campus climate team.

Improve teacher retention and school culture by fostering greater staff voice, collaboration, and responsiveness to employee concerns, with at least 80% of staff reporting a positive perception of campus support and work environment.

Staff Responsible for Monitoring: Campus Administration (facilitate the campus climate team, analyze survey results, monitor action plan implementation, and communicate progress to staff);

ILT (review survey data, identify areas for improvement, develop recommendations, and monitor progress toward goals);

All Staff (provide feedback through surveys and focus groups and participate in improvement initiatives).

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

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: Supervisor Calibration & Training Data: Attendance, completion records, and assessment/calibration check results from supervisor performance management training.

Employee Evaluation & Growth Rubric Data: Aggregated evaluation results, rating distributions, and documented growth goal achievement by employee classification.

Employee Feedback & System Perception Surveys: Survey data from supervisors and staff evaluating the clarity, fairness, and effectiveness of the performance management framework.

Retention & HR Action Tracking Records: Data on personnel retention rates, teacher development plans/growth plans, and career progression/promotional pathways.

Strategy 1

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: Increase employee effectiveness through a structured coaching cycle, with at least 90% of staff demonstrating growth toward professional goals as evidenced through observations, feedback conversations, goal progress monitoring, and evaluation data.

Ensure 100% of instructional staff participate in ongoing observation and feedback cycles that include goal setting, coaching, reflection, and individualized support aligned to campus and district priorities.

Improve the quality of Tier I instruction and student outcomes by using observation and student performance data to inform coaching conversations, professional learning, and targeted support plans.

Promote a culture of continuous improvement, accountability, and professional growth through regular feedback, collaborative problem-solving, and data-driven instructional adjustments.

Staff Responsible for Monitoring: Campus Administration (conduct observations, facilitate coaching conversations, monitor goal attainment, and provide individualized support and feedback);

Instructional Coaches (support coaching cycles, model instructional practices, analyze student data, and provide targeted professional learning);

Department Chairs and PLC Leads (support implementation of coaching goals, encourage collaborative reflection, and monitor progress within teams);

All Staff (actively participate in coaching cycles, implement feedback, maintain professional growth goals, and reflect on progress toward improving student outcomes).

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

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Goal 3

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

Performance Objective 1

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

Evaluation Data Source: MAP

STAAR

TELPAS

CIA

Strategy 1

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

Strategy's Expected Result/Impact: Increase English Learner academic achievement and language acquisition, with at least 75% of identified English Learners demonstrating measurable growth on TELPAS, district assessments, and classroom performance measures.

Ensure 100% of ESL and content teachers consistently implement ELLevation strategies, linguistic accommodations, and district-approved intervention resources as evidenced through lesson plans, walkthroughs, and progress-monitoring data.

Strengthen the effectiveness of the ESL content-based model by providing targeted support through Linguistic Acquisition Teachers (LATs), resulting in improved access to grade-level content and increased student success in core academic courses.

Ensure 100% of English Learners receive regular progress monitoring, and instructional adjustments are made based on language proficiency, academic performance, and intervention data.

Staff Responsible for Monitoring: Campus Administration (monitor implementation of the ESL content-based model, review student achievement data, and ensure instructional compliance);

Linguistic Acquisition Teachers (LATs) (provide coaching, model ELLevation strategies, support intervention implementation, and monitor English Learner progress);

ESL Teachers (provide language acquisition support, monitor student growth, and collaborate with content teachers regarding accommodations and interventions);

Content Teachers (implement ELLevation strategies, utilize intervention resources, monitor student progress, and adjust instruction to meet the needs of English Learners);

Instructional Coaches (support implementation of instructional strategies, analyze student performance data, and provide professional learning aligned to English Learner needs).

ESF Levers: 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: Ensure 100% of Special Education teachers consistently utilize the Data Dashboard to document lesson planning, service logs, and student progress in accordance with district and compliance expectations.

Increase the quality and consistency of progress monitoring, with 100% of students receiving Special Education services having current documentation that reflects instructional supports, service delivery, and progress toward IEP goals.

Utilize quarterly data reviews to identify instructional needs, compliance concerns, and professional learning opportunities, resulting in targeted coaching and support that improves service delivery and student outcomes.

Staff Responsible for Monitoring: Campus Administration (review Data Dashboard implementation, conduct quarterly data reviews, monitor compliance, and provide feedback and support to Special Education staff);

Special Education Lead Teacher/Department Chair (monitor documentation practices, provide training and coaching, and support teachers in maintaining accurate records);

Special Education Teachers (maintain current lesson plans, service logs, and student progress documentation within the Data Dashboard);

Instructional Coaches and District Special Education Support Staff (provide targeted professional development, coaching, and technical assistance based on quarterly data review findings).

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

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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: Increase academic growth and engagement for Gifted and Talented (GT) students, with at least 80% of GT students demonstrating progress on advanced learning goals, district assessments, and classroom performance measures.

Ensure 100% of GT-identified students receive differentiated instruction, advanced learning opportunities, and curriculum enhancements aligned to their individual academic needs.

Increase teacher capacity to support advanced learners through the consistent implementation of differentiation strategies, enrichment opportunities, and higher-order thinking tasks as evidenced through lesson plans, walkthroughs, and classroom observations.

Staff Responsible for Monitoring: Campus Administration (monitor implementation of GT services, review student performance data, and ensure compliance with district GT expectations);

Instructional Coaches (provide professional learning and coaching on differentiation strategies and monitor classroom implementation);

GT Teachers and Classroom Teachers (implement differentiated curriculum and instructional strategies, monitor student progress, and provide enrichment opportunities);

Department Chairs and PLC Leads (review instructional practices, support curriculum planning, and ensure advanced learning opportunities are embedded within instruction).

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

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Strategy 4

Conduct monthly inclusion and accommodation fidelity walks to ensure accommodations documented in IEPs are consistently implemented in all instructional settings. Results will be reviewed during leadership meetings and used to provide targeted teacher support and professional learning.

Strategy's Expected Result/Impact: Increased compliance with IEP implementation requirements. Improved access to grade-level curriculum for students receiving special education services. Increased performance and engagement of SPED students in general education settings.

Staff Responsible for Monitoring: Campus Admin
Lead Academic Success Coach
Academic Success

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

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Strategy 5

Provide ongoing professional development for general and special education staff on differentiation, co-teaching practices, progress monitoring, accommodations, specially designed instruction, and inclusive instructional practices.

Strategy's Expected Result/Impact: Increased teacher effectiveness in serving students with disabilities.

Stronger collaboration between general and special education teachers.

Higher levels of academic achievement and student growth.

Staff Responsible for Monitoring: Campus Admin

Lead Academic Success Coach

Academic Success Coach

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

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Performance Objective 2

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

Evaluation Data Source: State Assessment

Walk Thru forms

CIA data

Strategy 1

Address and increase STAAR/EOC performance for students in 7th grade Pre-Algebra moving from 59% to 60% in students that meet standard.

Strategy's Expected Result/Impact: Increase the percentage of 7th Grade Pre-Algebra students achieving the Meets Grade Level standard on STAAR Mathematics from 59% to 60%.

Increase student mastery of priority TEKS as measured through common assessments, district benchmarks, and STAAR-aligned formative assessments.

Strengthen implementation of Data-Driven Instruction (DDI) cycles, resulting in timely instructional adjustments and targeted interventions.

Increase student growth and reduce performance gaps among student groups, including Emergent Bilingual, Special Education, and Economically Disadvantaged students.

Improve student confidence and readiness for Algebra I through consistent use of high-quality instructional materials and intervention supports.

Staff Responsible for Monitoring: Principal

Assistant Principals

Math Instructional Coach

7th Grade Pre-Algebra Teachers

Special Education Teachers

ESL Teachers

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

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Strategy 2

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

Strategy's Expected Result/Impact: Increase mathematics achievement and growth by ensuring all teachers consistently implement district-approved High-Quality Instructional Materials (HQIM), with at least 80% of students demonstrating measurable growth on district assessments, MAP, and STAAR.

Ensure 100% of K-5 and Grades 6-Algebra I mathematics teachers receive differentiated professional learning and ongoing support aligned to the Learner Framework and HQIM implementation expectations.

Increase instructional effectiveness and fidelity of implementation, with at least 90% of classrooms demonstrating evidence of HQIM utilization, learner-centered instructional practices, and standards-aligned instruction as measured through walkthroughs, observations, and coaching cycles.

Strengthen Tier I instruction through ongoing training, coaching, and collaborative planning, resulting in improved student engagement, academic discourse, and mastery of grade-level mathematics standards.

Staff Responsible for Monitoring: Campus Administration (monitor HQIM implementation, review student achievement data, conduct walkthroughs, and provide feedback and support);

Instructional Coaches (facilitate professional learning, coaching cycles, data analysis, and implementation support aligned to the Learner Framework);

Mathematics Department Chairs and PLC Leaders (support collaborative planning, monitor instructional practices, and review student performance data);

Classroom Teachers (implement HQIM with fidelity, participate in professional learning, and utilize student data to adjust instruction);

District Mathematics and Curriculum Staff (provide training, resources, and ongoing support for HQIM implementation and alignment to district expectations).

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

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Strategy 3

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

Strategy's Expected Result/Impact: Increase the effectiveness of instructional planning and delivery by ensuring 100% of teaching teams participate in weekly PLCs and lesson internalization processes aligned to district protocols and expectations.

Ensure teachers consistently unpack standards, anticipate misconceptions, and align High-Quality Instructional Materials (HQIM) prior to instruction, resulting in at least 90% implementation fidelity as measured through PLC artifacts, walkthroughs, and classroom observations.

Improve student achievement and engagement by strengthening Tier I instruction, resulting in increased mastery of grade-level standards on formative assessments, district assessments, MAP, and STAAR.

Promote collaborative planning, data-driven decision-making, and instructional consistency across content areas and grade levels through structured PLCs and ongoing monitoring.

Staff Responsible for Monitoring: Campus Administration (monitor PLC implementation, review planning artifacts, conduct classroom observations, and provide feedback on instructional alignment);

Instructional Coaches (facilitate lesson internalization, support standards unpacking, model planning processes, and provide coaching aligned to HQIM);

Department Chairs and PLC Facilitators (lead weekly PLC meetings, monitor team planning, and ensure adherence to district protocols);

Teachers (actively participate in PLCs, internalize lessons, align instruction to HQIM, and utilize student data to inform planning and instructional adjustments).

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

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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: 7th grade Pre-Algebra and Algebra I

Strategy's Expected Result/Impact: Ensure 100% implementation of the Data Driven Instruction (DDI) protocol and weekly data meetings in 7th Grade Pre-Algebra and Algebra I to analyze student performance, identify misconceptions, and plan targeted reteach and intervention strategies.

Increase student mastery of priority standards, with at least 80% of students demonstrating growth on common assessments, district assessments, MAP, and STAAR-aligned measures throughout the school year.

Strengthen instructional decision-making by utilizing weekly assessment data to adjust instruction, monitor intervention effectiveness, and provide accelerated support for students not meeting expectations.

Improve achievement in 7th Grade Pre-Algebra and Algebra I as evidenced by increased passing rates, reduced course failures, and improved performance on state accountability measures.

Staff Responsible for Monitoring: Campus Administration (monitor implementation of DDI protocols, facilitate data meetings, review action plans, and monitor student achievement outcomes);

Instructional Coaches (support data analysis, facilitate instructional planning, monitor intervention effectiveness, and provide coaching based on identified student needs);

Mathematics Department Chair and PLC Facilitators (lead weekly data meetings, ensure adherence to DDI protocols, and monitor progress toward campus goals);

7th Grade Pre-Algebra and Algebra I Teachers (participate in weekly data meetings, analyze assessment results, implement action plans, and monitor student progress);

MTSS Team and Interventionists (support students requiring additional intervention and monitor the effectiveness of academic supports).

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

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

Strategy's Expected Result/Impact: Increase campus capacity to monitor student growth and accountability performance by ensuring designated campus leaders participate in the Accountability Data Leadership Series and apply learned practices to campus improvement efforts.

Strengthen data-driven decision-making through the regular analysis of student achievement, growth, CCMR indicators, and accountability measures, resulting in timely interventions and targeted support for identified student groups.

Improve campus performance on state accountability indicators by utilizing accountability data to identify trends, monitor progress toward campus goals, and align instructional and intervention resources to student needs.

Build leadership expertise in interpreting accountability measures and communicating performance expectations to teachers, teams, and stakeholders.

Staff Responsible for Monitoring: Campus Administration (participate in the Accountability Data Leadership Series, monitor campus accountability indicators, and lead data-informed improvement planning);

Instructional Coaches (support data analysis, facilitate conversations around student growth, and assist with implementation of action plans);

Department Chairs and PLC Facilitators (utilize accountability and growth data to guide instructional planning and intervention efforts);

Campus Leadership Team (review accountability metrics, monitor progress toward campus goals, and evaluate the effectiveness of improvement strategies).

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

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Strategy 6

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

Strategy's Expected Result/Impact: Ensure a smooth transition to the traditional schedule by providing targeted coaching, monitoring, and support for instructional planning, pacing, and classroom management, with 100% of teachers receiving guidance aligned to campus expectations.

Increase instructional effectiveness, with at least 90% of classrooms demonstrating appropriate lesson pacing, effective lesson design, and maximized use of instructional time as evidenced through walkthroughs, observations, and coaching cycles.

Improve student engagement and academic achievement by increasing time spent in high-quality instruction and reducing instructional downtime and transitions that impact learning.

Utilize observation data, teacher feedback, and student performance data to identify areas of need and provide timely professional learning and individualized support throughout the school year.

Strategy 8

Address and increase STAAR/EOC performance for students in 7th Reading, moving from 67% to 69% of students meeting standard.

Strategy's Expected Result/Impact: Increase the percentage of 7th Grade Reading students achieving the Meets Grade Level standard on the STAAR Reading assessment from 67% to 69%.

Increase student mastery of priority reading standards, including comprehension, vocabulary development, inferencing, analysis, and written response skills.

Improve performance on district common assessments, benchmarks, and STAAR-aligned formative assessments.

Strengthen Data-Driven Instruction (DDI) practices through regular data analysis, reteach cycles, and targeted intervention groups.

Reduce achievement gaps among student groups, including Emergent Bilingual, Special Education, Economically Disadvantaged, and other accountability populations.

Increase student reading proficiency and academic growth as measured by local and state assessments.

Staff Responsible for Monitoring: Principal

Assistant Principals

ELAR Instructional Coach

7th Grade Reading Teachers

Special Education Teachers

ESL Teachers

Librarian

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

Formative Reviews

Performance Objective 3

Implement aligned prek - 12 student learning experiences to support RISD being "The ONE".

Evaluation Data Source: Increased student enrollment

Increased engaging experiences

Increased neighborhood community engagement

Strategy 1

Monitor and support the implementation of I-Team professional learning to ensure technology is

purposefully integrated into instruction, with a focus on productive screen time and student learning.

Strategy's Expected Result/Impact: Ensure purposeful integration of technology into instruction by increasing teacher implementation of I-Team professional learning strategies, with at least 90% of classrooms demonstrating effective use of digital tools to support student learning and engagement.

Ensure 100% of instructional staff participate in required I-Team professional learning and apply strategies that promote productive screen time, collaboration, creativity, and academic achievement.

Improve instructional effectiveness by aligning technology use to learning objectives, resulting in increased student engagement, higher-quality learning experiences, and responsible use of instructional technology.

Utilize walkthrough, coaching, and student learning data to monitor technology integration and provide targeted support to teachers as needed.

Staff Responsible for Monitoring: Campus Administration (monitor implementation through walkthroughs and observations, review technology integration data, and provide feedback and support);

I-Team Staff (provide professional learning, coaching, resources, and implementation support related to instructional technology);

Instructional Coaches (support teachers in integrating technology into lesson design and monitor alignment to instructional goals);

Department Chairs and PLC Facilitators (promote effective technology practices within teams and support implementation during planning);

Teachers (participate in professional learning and implement technology strategies that enhance student learning and maximize productive screen time).

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

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Strategy 2

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

Strategy's Expected Result/Impact: Increase student engagement, ownership of learning, and college, career, and life readiness by ensuring all students have access to meaningful learning experiences aligned to the RISD Learning Framework and Graduate Profile competencies.

Ensure 100% of teachers design and implement learning experiences that provide students opportunities to develop and demonstrate Graduate Profile competencies through authentic tasks, collaboration, critical thinking, communication, and reflection.

Increase the percentage of students demonstrating proficiency in Graduate Profile competencies through student artifacts, performance tasks, portfolios, and classroom-based assessments.

Strengthen instructional practices across the campus by embedding learner-centered experiences that promote academic growth, student agency, and real-world application of knowledge and skills.

Staff Responsible for Monitoring: Campus Administration (monitor implementation of the RISD Learning Framework through walkthroughs, observations, and student outcome data; provide feedback and support);

Instructional Coaches (support lesson design, facilitate professional learning, and provide coaching aligned to the Learning Framework and Graduate Profile);

Department Chairs and PLC Facilitators (lead collaborative planning, monitor implementation, and support teachers in designing meaningful learning experiences);

Teachers (design and implement learner-centered instruction, provide opportunities for students to demonstrate Graduate Profile competencies, and monitor student growth);

iTeam and District Curriculum Staff (provide resources, training, and support related to the RISD Learning Framework and Graduate Profile implementation).

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

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Strategy 3

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

Strategy's Expected Result/Impact: Increase awareness and participation in specialized academic programs by showcasing student work, learning outcomes, and program opportunities at campus events, parent nights, and neighborhood tours throughout the school year.

Ensure 100% of specialized academic programs maintain current displays of student outcome artifacts that highlight student achievement, innovation, and alignment to the RISD Graduate Profile and "The ONE" initiative.

Strengthen family and community engagement by increasing stakeholder understanding of campus offerings and providing visible evidence of student learning, growth, and success.

Promote campus pride and student ownership by creating authentic opportunities for students to share and celebrate their learning with families, community members, and prospective students.

Staff Responsible for Monitoring: Campus Administration (monitor college readiness and CCMR data, evaluate progress toward campus goals, and coordinate intervention efforts);

Counselors (monitor student CCMR status, provide academic and career planning, support college and career exploration activities, and communicate progress with students and families);

College and Career Readiness Coordinator/Counseling Team (track CCMR indicators, coordinate readiness activities, and support students in meeting postsecondary goals);

Teachers (promote rigorous instruction, support college-ready skill development, and encourage student participation in college and career readiness opportunities);

Campus Leadership Team (review readiness data, monitor progress toward targets, and adjust strategies to improve student outcomes).

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

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Strategy 2

Maintain and monitor systems to track student leavers and progress toward graduation, to identify students who are credit deficient or have an unacceptable leaver code and implement timely interventions to keep students on track for graduation.

Strategy's Expected Result/Impact: Increase the four-year graduation rate and improve accountability outcomes by ensuring timely identification and support for students who are credit deficient, off track for graduation, or at risk of receiving an unacceptable leaver code.

Ensure 100% of identified at-risk students receive regular graduation progress monitoring, individualized intervention plans, and targeted support to address credit deficiencies, attendance concerns, behavioral barriers, or course failures.

Reduce the number of students exiting with an unacceptable leaver code and increase the percentage of students remaining on track for graduation through proactive case management, family communication, and intervention planning.

Utilize graduation tracking and leaver data reviews to support timely decision-making and improve student persistence, enrollment stability, and postsecondary readiness.

Staff Responsible for Monitoring: Campus Administration (monitor graduation and leaver data, oversee intervention efforts, and ensure compliance with state accountability requirements);

Counselors (track graduation progress, monitor credits, develop graduation plans, and communicate with students and families regarding status and interventions);

Student Data Specialist(maintain accurate enrollment and leaver records, monitor coding compliance, and report trends to campus leadership);

MTSS Team (review student data, coordinate interventions, and monitor progress for at-risk students);

Teachers and Student Support Staff (identify students showing signs of risk, provide academic and behavioral support, and communicate concerns to intervention teams).

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

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Strategy 3

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 7th grade students

Strategy's Expected Result/Impact: Increase student awareness of career pathways and future opportunities by ensuring 100% of 7th grade students participate in BizTown career exploration experiences and related career readiness activities.

Strengthen student understanding of workplace skills, financial literacy, entrepreneurship, and career planning, with at least 85% of participating students demonstrating increased knowledge through reflections, surveys, or classroom activities.

Expand access to meaningful real-world learning experiences that connect classroom learning to future careers and support the development of competencies aligned to the RISD Graduate Profile.

Increase student engagement in college and career readiness planning by exposing students to a variety of high-demand career pathways and postsecondary opportunities.

Staff Responsible for Monitoring: Campus Administration (monitor participation rates, support implementation, and evaluate the impact of career exploration activities);

Counselors (coordinate career awareness activities, support student reflections, and monitor college and career readiness outcomes);

5th and 7th Grade Teachers (prepare students for BizTown experiences, facilitate related lessons, and connect learning to career pathways);

Career and Technical Education (CTE) and College/Career Readiness Staff (provide resources, support career exploration programming, and assist with evaluation of student outcomes);

Community and Business Partners (support authentic career exploration experiences and provide real-world connections to career opportunities).

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Strategy 4

Campus will monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance rate of 95.7% or higher and reduce chronic absenteeism by 5%.

Strategy's Expected Result/Impact: Increase overall student attendance from 94.57% to 95.07% through proactive monitoring, targeted interventions, and ongoing family engagement.

Reduce chronic absenteeism among identified students through timely intervention plans, attendance reviews, parent communication, and individualized support services.

Ensure 100% of chronically absent students are identified, monitored, and provided appropriate interventions based on attendance data and campus attendance protocols.

Improve student academic performance and engagement by increasing daily attendance and reducing lost instructional time.

Staff Responsible for Monitoring: Campus Administration (monitor weekly attendance trends, oversee intervention plans, review attendance data, and ensure implementation of attendance improvement strategies);

Attendance Clerk (track attendance data, identify students meeting chronic absenteeism thresholds, communicate with families, and maintain attendance records);

Counselors (conduct attendance interventions, support students and families, and connect students with appropriate resources and services);

MTSS Team (review attendance data, monitor intervention effectiveness, and coordinate supports for at-risk students);

Teachers and Advisory Teachers (monitor student attendance, communicate concerns, encourage attendance, and participate in intervention efforts).

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

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

Performance Objective 1

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

Evaluation Data Source:

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

Strategy 1

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

Strategy's Expected Result/Impact: Increase business and community engagement by participating in the Principal for a Day program and establishing new partnerships that support student achievement, career awareness, mentorship opportunities, and the district's North Star Goal.

Strengthen relationships with local businesses and community organizations by securing at least two new campus partnerships and increasing stakeholder involvement in campus programs, events, and student learning experiences.

Expand opportunities for students through community-supported initiatives, volunteer engagement, career exploration, and real-world learning experiences aligned to college, career, and life readiness outcomes.

Increase awareness of campus strengths, needs, and strategic priorities by providing community leaders with meaningful opportunities to engage with students, staff, and campus programs.

Staff Responsible for Monitoring: Campus Administration (coordinate participation in Principal for a Day, cultivate community partnerships, and monitor partnership outcomes and engagement activities);

Counselors (connect community partners to student learning, career exploration, and mentoring opportunities);

Campus Leadership Team (identify partnership needs, support engagement efforts, and evaluate the impact of community partnerships);

Community and Business Partners (collaborate with the campus to support student success, career readiness, and district priorities aligned to the North Star Goal).

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 reports and data analytics

Strategy 1

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

Strategy's Expected Result/Impact: Ensure 100% of families receive a weekly campus newsletter through ParentSquare, providing consistent, timely, and accessible communication regarding campus events, academic updates, student opportunities, and important reminders.

Increase family engagement and awareness by maintaining regular two-way communication, with ParentSquare delivery data indicating successful distribution to all family contacts and continued growth in parent readership and engagement rates.

Strengthen school-home partnerships by utilizing a district-approved communication platform to provide clear, reliable, and equitable access to campus information throughout the school year.

Utilize weekly ParentSquare delivery reports to identify and address communication gaps, ensuring families remain informed and connected to campus programs and initiatives.

Staff Responsible for Monitoring: Principal (monitor weekly ParentSquare delivery reports, ensure newsletters are published on schedule, and verify communication reaches all families);

Campus Administration (review communication effectiveness, support family engagement efforts, and address identified communication gaps);

Campus Communications Representative/Administrative Assistant (prepare and distribute weekly newsletters, maintain contact lists, and monitor delivery and engagement data);

Counselors, Teachers, and Campus Staff (provide timely information for inclusion in newsletters and support communication with families regarding campus events and student opportunities).

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

Telling your campus story: Increase engagement with parents and the community through the

use of available district tools -- ParentSquare, Campus Website, Campus Newsletter, Campus Social Media, School Marquees -- and leverage relationships with neighborhood homeowner associations, volunteers, and business partners.

Strategy's Expected Result/Impact: Increase parent and community engagement by utilizing ParentSquare, the campus website, campus newsletters, social media, school marquees, homeowner associations, volunteers, and business partnerships to consistently communicate campus successes, opportunities, and student achievements.

Ensure 100% of families receive regular communication through district-approved platforms and have access to timely information regarding campus events, academic programs, and student accomplishments.

Strengthen school-home-community partnerships by increasing participation in campus events, volunteer opportunities, family engagement activities, and community partnerships that support student success.

Promote awareness of campus programs, achievements, and strategic priorities by sharing a consistent and positive campus story that highlights student outcomes and aligns with district goals.

Staff Responsible for Monitoring: Campus Administration (oversee campus communication efforts, monitor engagement data, cultivate community partnerships, and ensure consistent messaging across all communication platforms);

Campus Communications Representative/Administrative Assistant (manage ParentSquare communications, newsletters, website updates, social media posts, and marquee messaging);

Teachers and Staff (provide content and student success stories, support family engagement efforts, and communicate campus events and opportunities);

PTA, Volunteers, Community Partners, and Homeowner Associations (support outreach efforts, promote campus initiatives, and strengthen connections between the school and community).

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

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Performance Objective 3

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

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

Strategy 1

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

Strategy's Expected Result/Impact: Ensure 100% of students have an individual growth target communicated to families during fall parent-teacher conferences and receive ongoing progress updates throughout the school year.

Increase family engagement in student achievement by providing parents with practical home-support strategy guides through weekly ParentSquare newsletters and other campus communication channels.

Strengthen school-home partnerships by equipping families with the information and resources needed to support student academic growth, goal attainment, and overall success.

Increase student ownership of learning by fostering consistent communication among students, families, and teachers regarding growth goals, progress monitoring, and next steps for improvement.

Staff Responsible for Monitoring: Campus Administration (monitor conference completion rates, oversee communication expectations, and review implementation of family engagement strategies);

Teachers (share individual student growth targets and progress during conferences, communicate updates to families, and provide support resources for use at home);

Counselors and Advisory Teachers (support student goal-setting processes and assist with communicating growth goals and progress to families);

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

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Goal 5

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

Performance Objective 1

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

Strategy 1

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

Strategy's Expected Result/Impact: Ensure 100% of staff who collect funds or order and receive goods complete annual training in August and January on district procedures for money handling, purchasing, and inventory management.

Increase compliance with district financial controls and operating procedures, resulting in accurate documentation, timely reconciliation of funds, and proper processing of purchase orders and received goods.

Reduce procedural errors, audit findings, and documentation discrepancies through ongoing training, clear expectations, and consistent monitoring of financial processes.

Strengthen accountability and stewardship of campus resources by ensuring staff understand and follow approved procedures for handling funds and managing campus purchases.

Staff Responsible for Monitoring: Campus Administration (coordinate training, monitor compliance with district procedures, and address identified concerns or discrepancies);

Executive Assistant (provide guidance on money handling and purchasing procedures, maintain documentation, and monitor compliance);

Department Chairs and Program Sponsors (ensure staff responsible for collections or purchases follow established procedures and complete required training);

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Strategy 2

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

Strategy's Expected Result/Impact: Increase operational efficiency and reduce energy consumption through collaboration with Facility Services and the Energy & Sustainability Department to monitor and optimize building energy use throughout the school year.

Ensure campus systems and staff practices support district energy conservation goals by implementing recommended energy-saving strategies and promptly addressing identified inefficiencies.

Increase staff awareness of energy conservation practices and promote responsible use of campus resources, resulting in reduced utility costs and improved sustainability efforts.

Utilize energy usage data and facility reviews to identify opportunities for improvement and measure progress toward campus and district sustainability goals.

Staff Responsible for Monitoring: Campus Administration (support implementation of energy conservation initiatives, communicate expectations, and monitor campus participation);

Energy & Sustainability Department (analyze energy usage data, provide recommendations, and monitor progress toward district sustainability goals);

Custodial and Campus Staff (follow energy conservation practices and report facility concerns that may impact energy efficiency).

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Performance Objective 2

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

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

Strategy 1

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

Strategy's Expected Result/Impact: Ensure 100% compliance with Texas SB 12 parental rights requirements through the implementation of campus procedures, staff training, and ongoing monitoring of parent communication and notification practices.

Increase parent awareness and engagement by ensuring families have timely access to information regarding student services, instructional programs, school activities, and opportunities for involvement in accordance with state and district requirements.

Ensure all applicable campus practices, materials, and communications align with district guidance and Texas SB 12 requirements, resulting in full compliance during district reviews and audits.

Strengthen school-home partnerships by promoting transparency, responsiveness, and consistent communication regarding student learning, well-being, and campus programs.

Staff Responsible for Monitoring: Campus Administration (ensure campus compliance with Texas SB 12 requirements, monitor implementation of procedures, provide staff training, and review campus practices);

Counselors and Student Services Staff (ensure parent notification and consent procedures are followed for applicable student supports and services);

Teachers and Campus Staff (adhere to district guidelines, maintain communication with families, and implement required parental rights procedures);

Campus Leadership Team (review compliance practices, monitor implementation, and address identified areas of need);

District Student Services and Legal/Compliance Departments (provide guidance, training, and oversight related to SB 12 requirements).

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Strategy 2

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

Strategy's Expected Result/Impact: Ensure 100% of students and staff participate in Safety Week activities at the beginning of the school year, including instruction and practice of the Standard Response Protocols (SRP): Evacuate, Hold, Lockdown, Shelter, and Secure.

Increase campus preparedness and safety awareness, with at least 90% of students and staff demonstrating an understanding of emergency response procedures through drills, classroom instruction, and post-drill reviews.

Strengthen campus emergency readiness by identifying and addressing procedural gaps through drill observations and debriefs, ensuring timely and effective responses during actual emergencies.

Promote a culture of safety by reinforcing consistent expectations and emergency procedures across all classrooms and campus environments.

Staff Responsible for Monitoring: Campus Administration (coordinate Safety Week activities, monitor drill implementation, review outcomes, and ensure compliance with district and state safety requirements);

Campus Emergency Response Team (ERT) (support planning and execution of drills, evaluate response effectiveness, and recommend improvements);

Teachers and Staff (teach and reinforce SRP procedures, supervise students during drills, and provide feedback on implementation);

School Resource Officer and Safety Personnel (assist with drill planning, safety compliance, and emergency preparedness training);

Counselors (support student needs related to safety training and assist with post-drill communication and follow-up as needed).

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

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Strategy 3

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

Strategy's Expected Result/Impact: Ensure 100% of students and staff participate in quarterly "I Know What To Do" Days during October, December, February, and April to review and practice campus safety procedures and emergency response expectations.

Increase student and staff readiness to respond appropriately during emergencies, with at least 90% demonstrating understanding of Standard Response Protocol (SRP) expectations through drills, classroom discussions, and safety reviews.

Strengthen campus safety and preparedness by providing ongoing reinforcement of emergency procedures throughout the school year and identifying areas for improvement through periodic reviews and debriefs.

Promote a culture of safety and awareness by ensuring all students and staff receive consistent reminders and practice opportunities related to campus emergency protocols.

Staff Responsible for Monitoring: Campus Administration (coordinate "I Know What To Do" Days, monitor implementation, review participation, and ensure alignment with district safety expectations);

Campus Emergency Response Team (ERT) (support planning, provide resources, monitor drill effectiveness, and recommend improvements);

Teachers and Staff (facilitate safety reviews, reinforce emergency procedures, and ensure student participation);

School Resource Officer and Safety Personnel (support safety instruction, emergency preparedness activities, and campus safety awareness initiatives);

Counselors (support student understanding of safety procedures and assist with communication and follow-up activities as needed).

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Strategy 4

Require all staff to complete annual bullying compliance training and review district reporting procedures to ensure timely identification, documentation, investigation, and communication regarding bullying incidents.

Strategy's Expected Result/Impact: Ensure 100% staff compliance with district and state bullying requirements.

Improve consistency in bullying reporting and response procedures.

Strengthen campus safety and student support systems.

Staff Responsible for Monitoring: Campus Administration; Counselors; All Staff

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

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Strategy 5

Implement procedures to ensure parents are notified of verified bullying incidents within established district timelines and maintain documentation of all required communication and follow-up actions.

Strategy's Expected Result/Impact: Ensure 100% compliance with district parent notification requirements.

Increase parent satisfaction regarding school communication related to student safety concerns.

Strengthen trust and transparency between families and the campus.

Staff Responsible for Monitoring: Campus Administration; Counselors; Student Services Staff

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

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Performance Objective 3

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

Evaluation Data Source: Expect a 95% or better positive response on the district climate survey.

Strategy 1

Maintain a 1:1 student-to-device tracking log, verify 100% completion of student digital citizenship lessons by the end of the first nine weeks, and streamline campus tech ticket workflows via the campus technology representative.

Strategy's Expected Result/Impact: Ensure 100% of students are assigned and tracked through a current 1:1 device inventory system, resulting in accurate device accountability and timely resolution of technology concerns.

Ensure 100% completion of required digital citizenship lessons by all students by the end of the first nine weeks, increasing student awareness of responsible, safe, and effective technology use.

Improve instructional access and reduce technology downtime by streamlining campus technology ticket processes, resulting in timely submission, tracking, and resolution of technology support requests.

Strengthen the effective use of instructional technology by maintaining reliable access to devices and reinforcing digital citizenship expectations that support student learning and productivity.

Staff Responsible for Monitoring: Campus Administration (monitor device accountability, review digital citizenship completion rates, and support campus technology implementation);

Campus Technology Representative (maintain the 1:1 device tracking log, manage technology ticket workflows, monitor device inventory, and coordinate technology support services);

iTeam Staff (provide technology support, training, and assistance with digital citizenship implementation and device management);

Teachers (verify student completion of digital citizenship lessons, monitor responsible technology use, and communicate technology needs through established processes);

Students (maintain responsibility for assigned devices and complete all required digital citizenship learning activities).

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

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Strategy 2

Deliver structured digital citizenship and internet safety lessons for all students during advisory periods, focusing on responsible technology use, cyber safety, digital footprints, online communication, and media literacy.

Strategy's Expected Result/Impact: Ensure 100% student completion of digital citizenship instruction.

Reduce technology misuse and Acceptable Use Policy violations.

Increase student understanding of responsible and safe technology practices.

Staff Responsible for Monitoring: iTeam; Teachers; Advisory Teachers; Campus Administration

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

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Strategy 3

Utilize GoGuardian classroom management tools and digital scenes to establish clear expectations for Chromebook usage, monitor student engagement, and maximize productive instructional screen time.

Strategy's Expected Result/Impact: Reduce off-task technology usage during instructional time.

Increase student engagement and accountability during digital learning activities.

Improve classroom management and technology integration

Staff Responsible for Monitoring: Teachers; Campus Technology Representative; iTeam; Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4

Implement Bond 2025.

Strategy 1

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

Strategy's Expected Result/Impact: Ensure all scheduled Bond 2025-related campus physical upgrades, technology updates, and resource installations are completed efficiently with minimal disruption to teaching and learning.

Maintain clear communication and coordination among campus staff, district operations, and facility management teams, resulting in timely project completion and successful implementation of planned improvements.

Increase staff and student readiness for new facilities, technology, and resources by providing timely updates, training, and transition support as needed.

Utilize project timelines, milestone reviews, and stakeholder feedback to proactively identify and address implementation challenges, ensuring campus operational readiness and maximizing the impact of Bond 2025 investments.

Staff Responsible for Monitoring: Campus Administration (serve as primary campus liaison, monitor project progress, communicate updates to stakeholders, and coordinate campus readiness efforts);

District Operations and Facility Management Teams (manage project timelines, oversee construction and installation activities, and coordinate completion of scheduled upgrades);

Campus Technology Representative and iTeam Staff (support technology deployments, test new systems, and provide training and troubleshooting assistance);

Head Custodian and Campus Support Staff (coordinate access, inventory, logistics, and readiness of campus spaces affected by upgrades);

Campus Leadership Team (monitor implementation impacts, gather stakeholder feedback, and support transition planning for staff and students).

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

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