

Richardson Independent School District



Liberty Junior High School

2026-2027 Campus Improvement Plan

Mission Statement

At Liberty Junior High, we will establish a safe, collaborative, and innovative environment to develop open-minded and resilient learners.

Vision

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

Value Statement

*Respectfulness-Involvement-Safety-
Encouragement*

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Data Documentation for CNA	9
Accountability Data	10
Student Data: Assessments	10
Student Data: Student Groups	10
Employee Data	10
Parent/Community Data	11
Support Systems and Other Data	11
Goals	12
Goal 1 : Goal 1: We will design and implement systems that provide the necessary ...	13
Goal 2 : RISD will reimagine the way we recruit and retain quality staff through com...	24
Goal 3 : We will establish systems for curriculum and learning experiences which s...	27
Goal 4 : We will create opportunities to ensure engagement with community memb...	38
Goal 5 : We will increase efficiency and effectiveness in operations and personnel ...	41



Comprehensive Needs Assessment

Demographics

Summary

Liberty Junior High reflects total campus enrollment standing at 549 students for the 2025 school year, alongside high baseline attendance metrics. Student attendance for 2024 reached 93.6%, closely tracking state (94%) and regional (93.7%) benchmarks. The campus features a diverse student population, led by Hispanic students at 40.4%, African American students at 29.1%, White students at 18.9%, and Asian students at 9.1%, with Two or More Races comprising 2.2% and American Indian students making up 0.2%.

Despite year-over-year fluctuations in the overall percentage—dipping to a low of **73.77%** in 2024–2025 before rebounding—the economically disadvantaged population remains high, representing **82.24%** of total enrollment in 2025–2026.

Strengths

The primary strength reflected in the campus overview data is strong student engagement, as demonstrated by attendance rates (93.6%) that remain virtually aligned with broader state and regional averages. Additionally, the school maintains a vibrant, highly diverse student body with substantial representation across multiple racial and ethnic backgrounds, providing a rich, inclusive educational environment for the campus community.

Student Achievement

Summary

The 2025–2026 STAAR 7–8 data reveals that student performance across all tested areas currently trails the district target goal of 80%. Reading represents the highest-performing subject area at 60%, followed by Science at 55%, EOC Algebra I at 59%, and Math at 44%, with Social Studies recording the lowest status at 37%. Apart from Math, performance trends across Reading, Science, Social Studies, and EOC Algebra I are currently trending downward compared to prior measures. Additionally, TELPAS data reflects an average composite score of 2.3 for both 7th and 8th-grade students, placing overall language proficiency within the Intermediate range.

The SPED STAAR 3–8 Passing Rate report for Liberty Junior High School shows multi-year progress across most subjects for Special Education (SPED) students from the 2022–2023 through 2025–2026 school years. SPED STAAR Reading passing rates improved significantly, rising from 19.1% in 2022–2023 to 42.3% in 2025–2026, which upgraded the campus's Results Driven Accountability (RDA) Performance Level from PL 4 to PL 2.

Strengths

The most prominent area of strength in the performance data is 8th grade Mathematics, which stands out as the only subject demonstrating a positive upward status trend. Furthermore, foundational literacy remains a relative baseline strength, with Reading maintaining the highest overall proficiency rate (60%) among the 3–8 STAAR subject areas. Grade 7 TELPAS results also show positive upward momentum in average composite language acquisition performance.

The most notable strength is the substantial growth in SPED STAAR Reading performance, where passing rates more than doubled over four years and the total number of passing students increased from 17 to 33. Additionally, Science and Social Studies demonstrated steady positive momentum, both achieving their highest passing rates and lowest RDA Performance Levels (PL 3) of the four-year period in 2025–2026. Across Reading, Science, and Social Studies, the campus successfully reduced the overall gap between test takers and passers over time.

School Culture and Climate

Summary

Total disciplinary incidents trended down significantly year over year. Incidents dropped by **68.7%** from the 2023–2024 baseline (809) to 2025–2026 (253), reflecting a reduction of 556 recorded incidents over the two-year period. The most substantial single-year decrease occurred between 2024–2025 and 2025–2026, falling by **61.7%** (407 fewer incidents).

Strengths

Total disciplinary incidents showed a significant downward trend year-over-year.

- **2023–2024:** 809 incidents
- **2024–2025:** 660 incidents
- **2025–2026:** 253 incidents

Staff Quality, Recruitment, and Retention

Summary

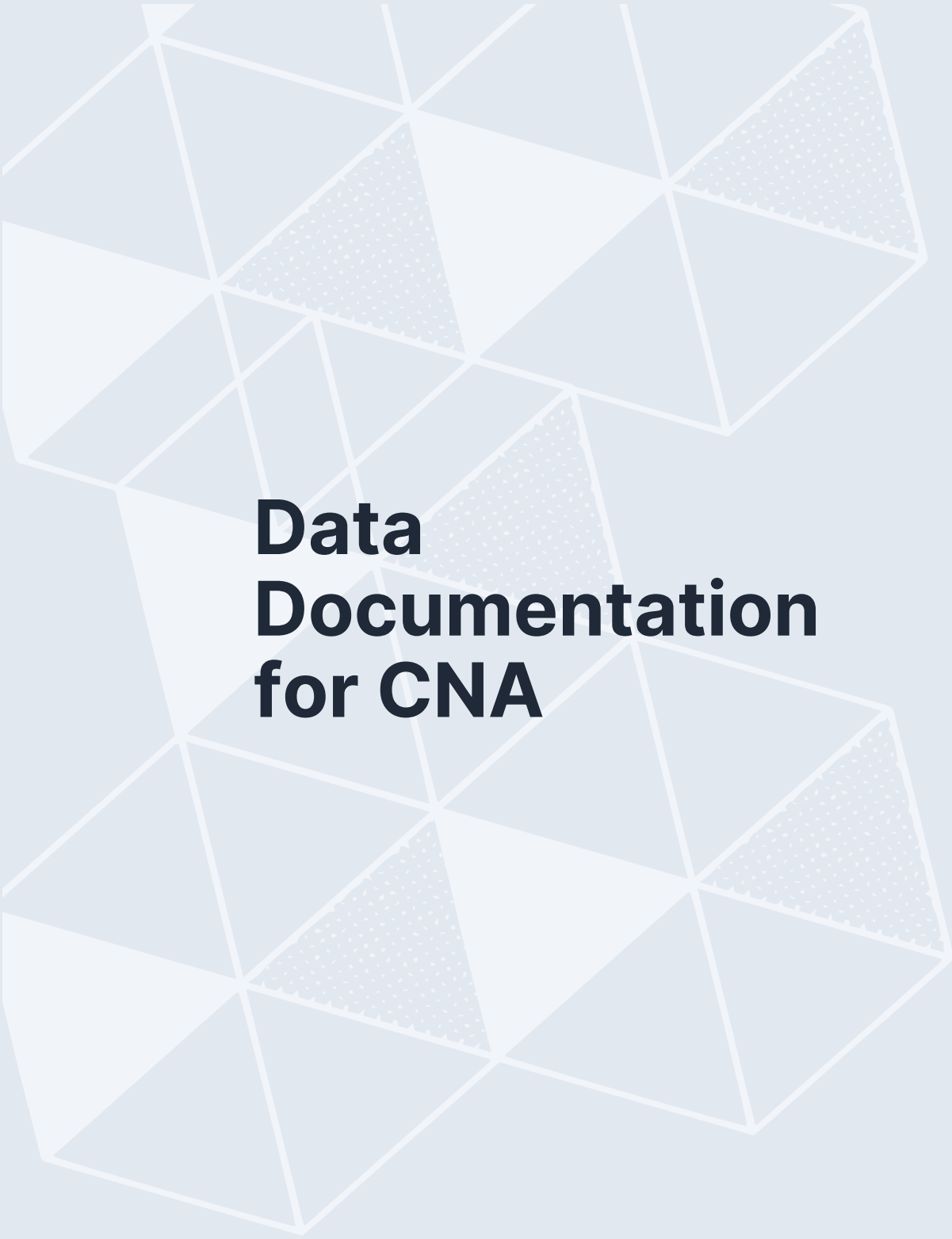
The campus teaching staff is heavily concentrated in early-career educators, with 1–5 years of experience representing the largest category across all three years (rising to a high of 23 teachers in 2025). Beginning teachers decreased from 8 in 2023 to 5 in 2025, while mid-career faculty with 6–10 years of experience gradually declined from 4 to 2. However, the school has maintained stability in experienced staff, holding steady at 7 teachers with 11–20 years of experience, while teachers with 21–30 years of experience increased from 6 to 8 in 2025.

White educators represent the largest demographic on campus, maintaining a steady presence of 24 teachers in 2025 (down slightly from 25 in 2023). African American staff form the second-largest group, though their numbers experienced a notable drop from 18 teachers in 2024 to 11 in 2025. Conversely, Hispanic teaching staff increased steadily over the three-year period, growing from 7 teachers in 2023 and 2024 up to 10 in 2025. Asian educators and teachers identifying as Two or More Races remain minimally represented at 1 teacher each in 2025, while American Indian and Pacific Islander representation remained at zero.

Strengths

The primary strength in the campus staffing profile is the growth and retention of highly veteran educators, demonstrated by a solid core of 16 teachers with over 11 years of experience in 2025, including an increase in teachers with 21–30 years of experience. Additionally, the steady rise in teachers reaching 1–5 years of experience reflects successful initial retention of early-career educators transitioning out of their novice status.

Another strength highlighted in the staffing data is the growing demographic diversity within the faculty, driven by a steady upward trend in Hispanic teacher representation from 2023 to 2025. Additionally, the campus maintains a highly stable overall core of experienced educators, as demonstrated by consistent multi-year staffing levels among its primary faculty groups.



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Local benchmark or common assessments data
- ☒ Other

NWEA/MAP

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

Employee Data

- ☒ Campus department and/or faculty meeting discussions and data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.

Performance Objective 1 High Priority

100% of students will meet North Star Goal expectations.

Evaluation Data Source: STAAR, MAP, TELPAS, CIAs, and Performance Growth Goals.

Strategy 1 Targeted Support Strategy

All students will identify a student achievement growth (data) goal and graduate profile (life ready) goal and submit quarterly evidence of progress towards that goal. Implement a standardized student goal tracker sheet across advisory/content classes for students to record baseline metrics, track quarterly progress (MAP, CIAs, STAAR), and maintain evidence for their growth goal portfolios.

Strategy's Expected Result/Impact: Students will show growth on STAAR, MAP, and TELPAS, as well as CIAs. The focus is on reading and math growth. . Students receiving MTSS support will demonstrate measurable growth on MAP Reading and Mathematics diagnostics, contributing to the overall campus goal of increasing the percentage of students meeting or exceeding individual growth measures from BOY to EOY.

Staff Responsible for Monitoring: MTSS Coordinator
MTSS Team (Admin, Counselors, and supporting Teachers)

Title I: 2.5.1, 2.5.3

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

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

Formative Reviews

November

January

March

June

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: Increase the use of reliable student growth data to drive targeted instruction, intervention, and improved academic outcomes.

Staff Responsible for Monitoring: Admin, LASC, ASC, teachers

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

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

Formative Reviews

November

January

March

June

Strategy 3

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

Strategy's Expected Result/Impact: Increase student ownership and accountability by ensuring all students can articulate their growth goals and demonstrate quarterly evidence of progress, resulting in increased engagement, self-reflection, and progress toward individual academic and Graduate Profile goals.

Staff Responsible for Monitoring: Admin, teachers

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

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

Formative Reviews

November

January

March

June

Performance Objective 2

100% of staff will meet North Star Goal expectations

Evaluation Data Source: TTESS, goal meetings

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: Increase staff effectiveness by ensuring all staff set aligned professional growth goals and demonstrate progress through evidence at middle- and end-of-year conferences, resulting in targeted improvements in instructional practice and student learning outcomes.

Staff Responsible for Monitoring: Admin teachers

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

March

June

Strategy 2

Utilize Schoology for teachers to set and track goals. Four artifacts added to the Schoology portfolio-one per quarter.

Strategy's Expected Result/Impact: Increase teacher accountability and engagement in professional growth by ensuring each teacher maintains a Schoology portfolio with quarterly evidence of progress, resulting in continuous reflection and targeted improvements in instructional practice.

Staff Responsible for Monitoring: Admin teachers

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Strategy 3

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

Strategy's Expected Result/Impact: Increase staff engagement in professional growth by ensuring quarterly opportunities to update portfolios and analyze peer evidence, resulting in stronger goal attainment, increased collaboration, and the sharing of effective practices across teams.

Staff Responsible for Monitoring: Teachers Admin

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Performance Objective 3

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

Evaluation Data Source: Counselor & Campus Discipline Data.

Strategy 1

Implement a clear and consistent Tier 1 campus behavior expectations and discipline management plan. Bi-weekly MTSS meetings will be held with the team. Branching minds will be used for all documentation.

Strategy's Expected Result/Impact: Increase consistency in the implementation of campus behavior expectations and MTSS interventions, resulting in improved student behavior, fewer recurring behavior concerns, increased time on task, and more timely, data-informed support for students.

Staff Responsible for Monitoring: Admin
Counselors
MTSS Behavior Support Team

Title I:

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

March

June

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 the effectiveness and consistency of Tier 2 behavioral interventions through regular data reviews and progress monitoring, resulting in improved behavioral outcomes and increased student access to instruction.

Staff Responsible for Monitoring: Admin
MTSS team

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

March

June

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 awareness and consistent implementation of the Code of Civility across the campus, resulting in improved respectful interactions, reduced conflicts, and a stronger culture of belonging, professionalism, and mutual respect.

Staff Responsible for Monitoring: Admin
MTSS Behavior team
Culture Coach (ISS)

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Performance Objective 4 High Priority

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

Evaluation Data Source: Branching minds, student data, teacher referrals

Strategy 1

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

Strategy's Expected Result/Impact: Increase the percentage of at-risk students demonstrating academic and/or behavioral growth through consistent implementation and progress monitoring of tiered interventions, resulting in improved student outcomes and greater access to grade-level learning.

Staff Responsible for Monitoring: Counselors

MTSS team

Teachers

Admin

Title I: 2.5.3

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

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Strategy 2

Identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district, provide targeted interventions during designated Saturday School tutoring sessions, and monitor progress in Branching Minds.

Strategy's Expected Result/Impact: Increase the number of identified students demonstrating measurable academic growth through targeted, high-quality interventions and consistent progress monitoring, resulting in improved mastery and movement toward grade-level expectations.

Staff Responsible for Monitoring: MTSS team

Teachers

Admin

Funding Sources: 211 - Title I, Part A, , 199 - General Fund,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

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 the timely identification and successful progress of students needing support through consistent data monitoring in Branching Minds, resulting in improved attendance, behavior, course completion, and academic outcomes.

Staff Responsible for Monitoring: Teachers
MTSS
Admin
Counselors

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

March

June

Strategy 4

Address Title I 10 components based on needs assessment. By conducting an annual comprehensive needs assessment using student achievement, growth, attendance, behavior, and subgroup data to identify priority areas and inform Title I planning. Provide targeted academic interventions and accelerated learning opportunities for students identified as needing additional support, using district-approved instructional materials and progress monitoring. Provide ongoing professional development and coaching for teachers based on needs identified through student data, observations, and campus goals.

Strategy's Expected Result/Impact: campus needs, resulting in more targeted instruction and interventions, increased staff capacity, and improved academic growth and achievement for students, particularly those identified as needing additional support.

Staff Responsible for Monitoring: Admin

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

March

June

Performance Objective 5

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

Evaluation Data Source: Climate survey
Academic data
Behavioral data

Strategy 1

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

Strategy's Expected Result/Impact: Increase student access to mandated direct counseling services through consistent implementation and monitoring, resulting in improved student support, engagement, academic outcomes, and college and career readiness.

Staff Responsible for Monitoring: Administrators
Counselors

Title I: 2.5.3

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

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Increase student awareness and demonstration of positive character traits through consistent Project Wisdom lessons and required observances, resulting in improved student behavior, relationships, and sense of responsibility and belonging.

Staff Responsible for Monitoring: Teachers
Admin
SS department

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Strategy 3

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

Strategy's Expected Result/Impact: Increase staff capacity to identify and respond appropriately to student wellness concerns through consistent implementation of Safe Minds, Safer Schools training, resulting in earlier identification of student needs, timely referrals to appropriate supports, and improved student well-being.

Staff Responsible for Monitoring: Counselors

Admin

Culture Coach (ISS)

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

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: Increase student awareness of the risks associated with vaping and substance use and strengthen students' refusal, decision-making, and self-management skills through consistent prevention lessons, resulting in reduced risk behaviors and increased student wellness.

Staff Responsible for Monitoring: Counselors

Admin

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Increase staff proficiency in emergency response and AED procedures through fall and February drills, resulting in improved response coordination, reduced response time, and greater preparedness to respond effectively during a cardiac or other medical emergency.

Staff Responsible for Monitoring: ERT team

Nurse

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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

Strategy 3

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

Strategy's Expected Result/Impact: Increase student knowledge and confidence in recognizing warning signs and accessing appropriate support, resulting in earlier reporting of concerns, increased help-seeking behaviors, and timely connection of students to needed supports.

Staff Responsible for Monitoring: Counselors
Advisory teachers
Admin

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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

Strategy 4

Form a campus threat assessment team and complete training as specified in Texas Education Code 37.115

Strategy's Expected Result/Impact: Ensure the campus threat assessment team is fully established and trained in accordance with Texas Education Code requirements, resulting in consistent threat assessment practices, timely identification and intervention, and improved campus safety.

Staff Responsible for Monitoring: Campus Threat Assessment Team
Admin

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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

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 for students returning from DAEP through coordinated case management, individualized supports, and ongoing progress monitoring, resulting in improved attendance, behavior, academic engagement, and reduced recidivism.

Staff Responsible for Monitoring: Admin
Culture Coach (ISS)
Counselors

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Goal 2

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

Performance Objective 1

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

Strategy 1 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increase the consistent implementation of high-impact instructional practices by using teacher feedback, coaching cycles, and learning walks to monitor and adjust professional learning, resulting in improved teacher effectiveness and measurable student growth.

Staff Responsible for Monitoring: Admin

Title I:

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

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

Formative Reviews

November

January

March

June

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 knowledge and consistent implementation of the Learner Growth Experience through campus-wide professional development, resulting in increased student engagement, ownership of learning, and measurable academic growth.

Staff Responsible for Monitoring: Admin

LASC
ASC

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Strategy 1

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

Strategy's Expected Result/Impact: Use exit survey and stay interview data to identify trends and implement targeted improvements, resulting in increased staff satisfaction and engagement and a reduction in site-specific turnover.

Staff Responsible for Monitoring: Admin

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

NovemberJanuaryMarchJune

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: Use climate survey data to identify priority areas, implement targeted action steps, and monitor progress, resulting in improved climate survey scores, increased staff satisfaction and engagement, and reduced teacher turnover.

Staff Responsible for Monitoring: Admin

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 3

Develop and implement a performance management system on campus.

Strategy 1

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

Strategy's Expected Result/Impact: Increase employee effectiveness through regular observations, actionable feedback, goal setting, and individualized coaching, resulting in measurable improvements in performance and instructional practices and increased student achievement.

Staff Responsible for Monitoring: Campus Admin

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

NovemberJanuaryMarchJune

Goal 3

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

Performance Objective 1 High Priority

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

Evaluation Data Source: Accountability Data, classroom assessment data check-points

Strategy 1 Targeted Support Strategy

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 resources to address student needs)

Strategy's Expected Result/Impact: Increase growth in EB students.

Staff Responsible for Monitoring: Admin, LAT, LASC, ASC

Title I:

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Teachers will receive the support, training, and materials necessary to implement WICOR strategies and GT strategies in the classroom.

Staff Responsible for Monitoring: Administration, LASC, ASC

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Strategy 3

Include campus strategies to address SPED accountability targets

Strategy's Expected Result/Impact: Implement targeted strategies aligned to SPED accountability indicators and monitor progress regularly, resulting in increased academic growth, improved IEP goal attainment, and progress toward campus and district SPED accountability targets.

Staff Responsible for Monitoring: Admin
SPED lead

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Strategy 4

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: Increase consistent and accurate use of the Data Dashboard through quarterly monitoring and targeted coaching, resulting in improved documentation, stronger instructional decision-making, increased progress toward IEP goals, and improved outcomes for students receiving special education services.

Staff Responsible for Monitoring: Admin
SPED Lead

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

March

June

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: STAAR Data
On-going assessment data
Classroom observations

Strategy 1

Address and increase STAAR/EOC performance for students in 7th grade Pre-Algebra, Algebra I and English I.

7th grade reading 2026-2027 goal= 56%, 7th grade pre-algebra 2026-2027 goal= 27%, and 8th grade Algebra I 2026-2027 goal= 31% per BOT goals.

We will do this by using STAAR, MAP, common assessment, and classroom data to identify the highest-priority TEKS for each tested course. Identify students who are Approaches/Meets/Masters and establish individual growth targets toward the 80% goal. Use Branching Minds/MTSS to identify students needing intervention, assign targeted supports, and progress monitor every few weeks. Conduct learning walks, observations, and coaching cycles focused on rigor, questioning, DDI, student discourse, and checks for understanding.

Strategy's Expected Result/Impact: Increase the percentage of students demonstrating mastery of priority TEKS and progressing toward individual growth targets, resulting in improved STAAR/EOC performance and achievement of the 80% BOT goal in 3rd Grade Reading and Math, 7th Grade Pre-Algebra, Algebra I, and English I.

Staff Responsible for Monitoring: Admin
LASC
ASC

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

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.

This would look like:
-Provide ongoing professional development on navigating, planning with, and effectively implementing HQIM.
-Use observations, teacher feedback, and student data to differentiate training based on staff experience and instructional needs.

- Connect HQIM implementation to the Learner Framework, emphasizing student engagement, rigor, discourse, problem solving, and ownership of learning.
- Use Data to Adjust Instruction

Strategy's Expected Result/Impact: Increase consistent HQIM implementation and data-driven instructional practices, resulting in improved teacher effectiveness, increased student mastery of grade-level standards, and measurable growth in mathematics achievement.

Staff Responsible for Monitoring: Admin
LASC
ASC

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

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 consistency and quality of PLC planning and lesson internalization, resulting in stronger alignment between standards, HQIM, and instruction and measurable increases in student mastery and academic growth.

Staff Responsible for Monitoring: Admin
LASC
ASC

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November

January

March

June

Strategy 4

Implement with fidelity the Data Driven Instruction (DDI) protocol and weekly data meetings in 7th grade Pre-Algebra, and Algebra 1.

Strategy's Expected Result/Impact: Increase the consistent use of DDI protocols and weekly data meetings to identify and respond to student learning gaps, resulting in increased mastery of priority standards and measurable academic growth in Math and Reading

Staff Responsible for Monitoring: Admin
LASC
ASC
Teachers

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

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

Formative Reviews

November

January

March

June

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 leadership capacity to effectively analyze and monitor student growth and accountability data, resulting in timely identification of performance gaps, targeted instructional responses, and improved outcomes on state accountability measures.

Staff Responsible for Monitoring: Admin
LASC
ASC

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

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: Increase consistency and effectiveness of instructional practices during the transition to the traditional schedule, resulting in improved pacing, maximized instructional minutes, increased student engagement, and improved mastery of grade-level standards.

Staff Responsible for Monitoring: Admin
LASC
ASC

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

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

Formative Reviews

November

January

March

June

Strategy 7

Implement and utilize the RTI Scheduler tool to efficiently manage, schedule, and track targeted Tier 2 and Tier 3 academic intervention and enrichment sessions during designated intervention times and provide staff RTI target professional learning through Solution Tree.

Strategy's Expected Result/Impact: Increase student attendance and participation in targeted academic interventions by streamlining student scheduling, resulting in more consistent delivery of Tier 2/3 supports, accurate progress tracking, and improved student growth on MAP and STAAR assessments.

Staff Responsible for Monitoring: Admin, MTSS Team, LASC, ASC, Teachers

Funding Sources: 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

November

January

March

June

Strategy 8

Implement a standardized daily/weekly campus exit ticket tracker for core content teachers to collect real-time student mastery data, analyze TEKS-aligned instructional gaps during PLCs, and drive targeted Tier 1 reteach plans and small-group interventions.

Strategy's Expected Result/Impact: Increase daily instructional alignment and immediate remediation, leading to higher student mastery on common formative assessments (CIAs), MAP, and STAAR benchmark exams.

Staff Responsible for Monitoring: Admin, LASC, ASC, Core Content Department Chairs/Teachers

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

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

Formative Reviews

November

January

March

June

Performance Objective 3

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

Strategy 1

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

Strategy's Expected Result/Impact: Increase the purposeful and effective use of instructional technology by monitoring implementation of I-Team professional learning, resulting in increased productive screen time, stronger student engagement, and improved mastery of learning objectives.

Staff Responsible for Monitoring: Admin

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

Formative Reviews

November

January

March

June

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.

This would look like:

- Teachers intentionally plan lessons that develop competencies such as collaboration, communication, critical thinking, problem-solving, creativity, and self-direction.
- Students set learning goals, monitor their progress, reflect on their learning, and identify evidence demonstrating their growth.
- Post and regularly reference the competencies in classrooms and common areas. Teachers explicitly identify which competency students are practicing during lessons.
- Use learning walks, lesson plans, student work, and student feedback to determine whether meaningful learning experiences are occurring across classrooms.

Strategy's Expected Result/Impact: Increase the consistent implementation of the RISD Learning Framework across classrooms, as evidenced through lesson plans, learning walks, student work, and student feedback, resulting in increased opportunities for students to demonstrate Graduate Profile competencies and take ownership of their learning and growth.

Staff Responsible for Monitoring: Admin
LASC
ASC

TEA Priorities: Improve low-performing schools

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

Formative Reviews

NovemberJanuaryMarchJune

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 family and community awareness of specialized academic programming by consistently showcasing student outcomes and artifacts, resulting in increased engagement, participation, and support for campus programs and the district's "The ONE" initiative.

Staff Responsible for Monitoring: Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 4

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

Strategy 1

Increase college readiness by raising the percentage of students meeting college-ready assessment criteria from 40% to 42% and ensuring at least 95% of students meet a CCMR indicator.

- This will look like:
- Use MAP, STAAR, common assessments, and classroom data to identify students needing support in critical Reading and Math skills.
 - Connect classroom learning to real-world applications, problem-solving, communication, critical thinking, and career pathways.

- Use counselors, electives, CTE, guest speakers, career exploration, college visits, and campus events to expose students to postsecondary options.
- Utilize the WICOR strategies in all contents

Strategy's Expected Result/Impact: Increase student readiness by strengthening foundational Reading and Math skills, embedding WICOR strategies across content areas, and expanding college and career experiences, resulting in an increase in students meeting college-ready assessment criteria from 40% to 42% and at least 95% of students meeting a CCMR indicator.

Staff Responsible for Monitoring: Admin

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

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

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Increase AVID senior graduation and CCMR attainment to 100% through targeted tutorials, bi-weekly progress monitoring, and embedded TSIA preparation and testing, ensuring students receive timely intervention and support to remain on track for graduation and postsecondary readiness.

Staff Responsible for Monitoring: Admin
Avid teachers

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

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

Formative Reviews

November

January

March

June

Strategy 3

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 percentage of students who remain on track for graduation by consistently monitoring leaver and credit data, identifying students at risk, and implementing timely interventions, resulting in reduced credit deficiencies, fewer unacceptable leaver codes, and improved graduation outcomes.

Staff Responsible for Monitoring: Admin

Title I: 2.5.3

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

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

Formative Reviews

NovemberJanuaryMarchJune

Strategy 4

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: Provide 100% of 7th grade students and all four high school business courses with meaningful career exploration experiences through BizTown and Finance Park, resulting in increased student awareness of career pathways, financial literacy, real-world problem-solving skills, and readiness for future college and career opportunities.

Staff Responsible for Monitoring: Admin

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

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

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 5

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

Strategy 1

School Improvement and Title I campuses will engage in targeted instructional and student culture coaching, in partnership with Region 10 Texas Instructional Leadership (TIL) coaching, using feedback and campus data to implement and monitor action steps aligned to District Instructional Priorities. Closing the Gaps domain 3 will increase to 71%.

Strategy's Expected Result/Impact: Increase consistent implementation of District Instructional Priorities through targeted coaching, feedback, and progress monitoring, resulting in measurable improvements in instructional practice, student culture, engagement, and academic achievement.

Staff Responsible for Monitoring: Admin
LASC
ASC

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June
----------	---------	-------	------

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

Performance Objective 1

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

Strategy 1

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

Strategy's Expected Result/Impact: Build a stronger network of business and community partners that provides resources, opportunities, and support to advance student success and the North Star Goal.

Staff Responsible for Monitoring: Campus Administration

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

Formative Reviews

November

January

March

June

Performance Objective 2

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

Strategy 1

Utilize Parent Square 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 Parent Square delivery reports weekly to confirm all families are receiving the newsletter.

Strategy's Expected Result/Impact: Increase family engagement and awareness through consistent, timely, and reliable weekly communication.

Staff Responsible for Monitoring: Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November January March June

Strategy 2

Telling your campus story: Increase engagement with parents and community through the use of available district tools-Parent Square, 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: Strengthen family and community engagement and build meaningful partnerships that increase support and opportunities for student success.

Staff Responsible for Monitoring: Admin, Admin Assistant, Counselors

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November January March June

Performance Objective 3

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

Evaluation Data Source: NWEA

Strategy 1

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

Strategy's Expected Result/Impact: Increase parent awareness of student progress and actionable strategies for supporting learning at home, resulting in increased parent engagement and student progress toward individual growth targets.

Staff Responsible for Monitoring: Teachers, admin, LASC, ASC

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

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: Staff will consistently follow established money-handling and purchasing procedures, resulting in fewer errors, improved documentation and accountability, and compliance with district financial requirements.

Staff Responsible for Monitoring: Principal and Executive Assistant.

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Reduce unnecessary energy consumption and related costs by implementing recommended energy-efficiency practices and addressing building usage needs in collaboration with district departments.

Staff Responsible for Monitoring: Principal, Executive Assistant, and staff members.

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

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

Formative Reviews

Performance Objective 2

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

Strategy 1

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

Strategy's Expected Result/Impact: Students and staff will demonstrate understanding and proper execution of SRP procedures--including Evacuate, Hold, Lockdown, Shelter, and Secure--resulting in improved emergency preparedness, faster and more coordinated responses, and increased campus safety.

Staff Responsible for Monitoring: Campus Administration

Title I:

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

Formative Reviews

November

January

March

June

Strategy 2

Hold "I know what to do days" in October, December, February, and April

Strategy's Expected Result/Impact: Students and staff will demonstrate increased knowledge and proficiency with IKWD lessons throughout the school year.

Staff Responsible for Monitoring: Campus Administration, teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Strategy 3

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

Strategy's Expected Result/Impact: Campus procedures and staff practices will consistently align with SB 12 requirements, resulting in increased staff awareness, documented compliance, and clear communication with parents regarding their rights and responsibilities.

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November	January	March	June
----------	---------	-------	------

Performance Objective 3

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

Strategy 1

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

Strategy's Expected Result/Impact: Improved technology accountability, student digital citizenship, and access to timely technology support, resulting in responsible device use, increased student readiness to use technology effectively, and reduced disruptions to teaching and learning.

Staff Responsible for Monitoring: Admin, tech

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

Formative Reviews

November	January	March	June
----------	---------	-------	------

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: Bond 2025 campus improvements will be completed efficiently and within established timelines, resulting in improved facilities, technology, and learning environments while minimizing disruptions to students and staff.

Staff Responsible for Monitoring: Admin, Dr. Jasso and team

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

Formative Reviews

November

January

March

June