

Richardson Independent School District



Mark Twain Elementary

2026-2027 Campus Improvement Plan

Mission Statement

To create future global citizens through enriching experiences and relevant content

Vision

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

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

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Comprehensive Needs Assessment

Demographics

Summary

The campus serves a total student enrollment of 516 students. A significant majority of the student population is identified as Economically Disadvantaged (89.3%), highlighting the need for strong academic and social-emotional supports. Additionally, 20.5.% of students receive Special Education services, requiring differentiated instruction and targeted interventions. The campus also has a high percentage of emergent bilingual/English Learners (71.5%), underscoring the importance of language development strategies and culturally responsive practices.

Strengths

Our diversity enhances the educational experience by exposing students to various cultural perspectives and traditions, which promotes inclusivity and global awareness. The Mark Twain staff values and leverages our diverse student and community population to create a culturally rich learning environment. This commitment to diversity enriches the curriculum and fosters an atmosphere of respect and appreciation for different cultures and backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ We will continue to address the need for growth with our Emerging Bilinguals and special education populations while working to maintain and increase our success from the previous year.	Language Barriers: Bilingual students may struggle with state testing if they have not yet achieved proficiency in the language of instruction. Special education students, on the other hand, might have language-based disabilities that hinder their comprehension. In both cases, language barriers can lead to lower scores.

★ = Priority

Student Achievement

Summary

The campus received an Overall Rating of 75 (C) for 2025. The Student Achievement domain scored 69 (D), with STAAR Performance at 40 (Approaches Grade Level). Academic Growth was stronger, earning a 74 (C), demonstrating that students are making progress even though overall proficiency rates remain low. The Closing the Gaps domain scored 46 (F), highlighting significant performance disparities among student groups, particularly English Learners, Special Education students, and Economically Disadvantaged students.

Strengths

- Academic Growth improved to a 74 (C), indicating many students are showing progress year over year.
- Relative Performance rating was 75 (C) despite a high Economically Disadvantaged population (89.4%).

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 While students are showing growth, overall proficiency on STAAR assessments remains below grade-level expectations, as reflected in the Student Achievement rating of 69 (D) and Closing the Gaps rating of 46 (F). This indicates that too few students are meeting grade-level standards, and achievement disparities persist among key student groups.	-High percentage of Emergent Bilinguals (70.1%) who require targeted language development support and instructional gaps in meeting diverse learner needs, especially for students receiving Special Education (19.3%).

 = Priority

School Culture and Climate

Summary

Mark Twain Elementary students enjoy coming to school and view the campus as a safe and nurturing environment. The majority of students believe that discipline and rules are implemented consistently and fairly. Teachers and staff are dedicated to supporting students, which fosters a sense of safety and active engagement in learning. For the 2024-2025 school year, administration will implement strategies to increase teacher feedback based on survey input. Additionally, the use of the Emergent Tree framework and the Second Step social-emotional learning program will further strengthen a positive school culture. Our school culture is founded on the core values of safety, respect, and responsibility. While the overall school climate is positive, parent involvement remains an area for growth. By building a strong PTA, increasing family engagement, and expanding community partnerships, Mark Twain Elementary will continue to cultivate a supportive and inclusive culture that empowers both students and families.

Strengths

Although Mark Twain Elementary has established a safe and positive school culture, parent and family involvement remains limited, with lower levels of consistent participation in school events, PTA, and collaborative decision-making processes.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Although Mark Twain Elementary has established a safe and positive school culture, parent and family involvement remains limited, with lower levels of consistent participation in school events, PTA, and collaborative decision-making processes..	PTA and community partnerships are still developing and not yet fully embedded in the school's culture.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Mark Twain Elementary continues to focus on recruiting, hiring, and retention of highly qualified and student-focused staff members. Campus leadership continues to research best practices and provide resources to support staff as they maintain a nurturing work environment focused on student success. Mark Twain Elementary will continue to support teachers through the assignment of mentor teachers for New-to-RISD staff and New-to-Campus staff. Paired with ongoing data analysis and assessments, campus leadership will provide recommended or required professional development sessions for staff in need of support. Mark Twain will provide opportunities, such as Career Pathways to support staff members as they seek to identify a career path that connects with their strengths as educators and leaders.

Strengths

Mark Twain Elementary is committed to recruiting, hiring, and retaining highly qualified, student-focused staff. Campus leadership prioritizes creating a nurturing work environment by supporting teachers through mentoring, professional development, and data-driven instructional practices. Initiatives such as Career Pathways and mentorship programs help staff grow as educators and leaders, contributing to overall student success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Despite strong efforts to recruit and retain high-quality teachers, staff turnover and varying levels of instructional expertise continue to create inconsistencies in instructional delivery and student achievement outcomes.	High levels of student need (emergent bilinguals, special education, and economically disadvantaged populations) require specialized skills, which can place additional demands on staff.

 = Priority

Curriculum, Instruction, and Assessment

Summary

Richardson ISD has implemented a comprehensive plan to direct the design, implementation, monitoring, evaluation, and revision of the curriculum. Various data sources are regularly utilized to inform curriculum development and the deployment of central-level specialists to support the implementation of instruction. Data indicate the need for continued refinement of curriculum and the associated professional development in order to identify best practices for advancing the progress of emerging bilinguals, students with dyslexia, and students with disabilities. MTE has implemented STEM instruction to prepare students for college and career readiness. Additional comprehensive plans guide the development of local student assessments, both formative and summative, as well as the utilization of assessment data to inform instructional decisions. The 24-25 master schedule includes a dedicated block of time for intervention in core subject areas.

Strengths

Mark Twain Elementary successfully launched the Eureka Math curriculum, providing students with a aligned resource that supports conceptual understanding and problem-solving skills. Teachers have access to high-quality instructional materials and are committed to implementing the curriculum with fidelity to improve student achievement in mathematics.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1 While the Eureka curriculum provides a strong foundation, inconsistent implementation across grade levels has led to gaps in instructional delivery and varying levels of student mastery in math.	Teachers are still developing confidence and expertise with the instructional shifts required by Eureka, impacting alignment and consistency. Differentiation strategies within Eureka are not yet fully utilized to meet the diverse needs of emergent bilinguals, special education students, and students performing below grade level.

 = Priority

Family and Community Engagement

Summary

Mark Twain provides several opportunities for our parents and community to be involved throughout the school year. The majority of the MTE staff had membership in our PTA during the 24-25 school year. PTA has provided support and fundraising opportunities for the MTE staff during the year. The community has also responded positively to fundraisers and volunteer events when presented by PTA. PTA parents have been involved by contributing to the campus through volunteer opportunities, donations, providing materials, and continued moral support. Our faith-based partner, First United Methodist Church-Richardson, has supported our school by providing school supplies and meals for teachers during Teacher Appreciation Weeks. We continue to look for ways to increase parent involvement through Meet The Teacher Night, parent education nights, Open House, and other activities that our campus PLCs plan for our community.

Strengths

The majority of MTE staff are PTA members, and the PTA consistently supports the school through fundraising, volunteering, and providing materials. Community members, including faith-based partners like First United Methodist Church-Richardson, also contribute through donations and support initiatives like Teacher Appreciation Week.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 Despite strong staff involvement and community support, the PTA lacks broad-based, parent-led leadership, and overall parent participation across diverse families remains limited and inconsistent.	The PTA is currently sustained largely by staff and a small group of recurring volunteers, with limited recruitment or leadership development among parents. Potential barriers such as work schedules, language differences, transportation challenges, and a lack of targeted outreach or leadership opportunities may discourage wider parent involvement and ownership of PTA activities.

 = Priority

School Organization

Summary

The district goal focuses on connections and building relationships for students, teachers, administrators, and all personnel will continue that focus. MTE is committed to ensuring that 100% of our students meet or exceed their learning growth goals for the 2024-2025 school year. MTE has built the master schedule to maximize instructional time and to provide opportunities for student interventions. Professional Learning Communities (PLCs) will be scheduled to focus on student interventions, monitoring campus success through student performance. Mark Twain Elementary will monitor student performance during each assessment period and utilize anecdotal data to support student growth best.

Strengths

Mark Twain Elementary has strategically designed its master schedule to prioritize instructional time and provide regular opportunities for student interventions. The campus is committed to student growth, utilizing Professional Learning Communities (PLCs) to monitor progress, analyze data, and support individualized learning through both formal assessments and anecdotal observations. This intentional structure reflects a strong alignment with district goals focused on building relationships and ensuring academic success for all students.

Problem Statements Identifying School Organization Needs

Problem Statement	Root Cause
1 Although MTE is committed to building strong relationships and meeting learning growth goals for all students, there is inconsistency in how student interventions are implemented and monitored across grade levels and teams, which may impact the effectiveness of support for struggling learners.	PLC time, while scheduled, may not be used consistently or effectively to analyze data, plan targeted interventions, and adjust instruction based on student needs.Staff may need additional support in using both formal assessment data and anecdotal evidence to make timely, data-informed instructional decisions.Systems for progress monitoring and accountability around intervention implementation

 = Priority

Technology

Summary

Technology integration is an important part of the curriculum at Mark Twain Elementary. During the 2024-2025 school year, each student will continue to utilize their own iPad. Google Classroom, alongside other applications, continues to help our campus streamline and collaborate to increase productivity as well as build professional capacity. All teachers receive differentiated technology integration staff development in order to enhance lessons in the classroom and increase student engagement.

Strengths

The use of Ipads and applications like Google Classroom can indeed streamline classroom processes and foster collaboration. and enhance productivity. Technology provides interactive and multimedia resources that can make learning more engaging and enjoyable for students by catering to different learning styles and other personalized learning experiences. Students can access a vast amount of information and educational content from around the world enhancing communication and collaboration. This expands their knowledge and allows for more diverse perspectives. Providing teachers with differentiated technology staff development ensures that they have the necessary skills and knowledge to effectively integrate technology into their lessons.

Overall, integrating technology into the curriculum at Mark Twain is a forward-thinking approach that can lead to enhanced learning outcomes and prepare students for the digital age. It's important to continue supporting teachers in their professional development to maximize the benefits of technology integration in the classroom.

Problem Statements Identifying Technology Needs

Problem Statement	Root Cause
1 While technology is widely available and staff receive ongoing development, consistent and effective integration of technology into daily instruction varies across classrooms, limiting the full impact on student engagement and learning outcomes.	Varying levels of teacher confidence, experience, or comfort with integrating technology beyond basic use.Limited time for planning, collaboration, or modeling of best practices in meaningful tech integration.

★ = Priority



Priority Problem Statements

Problem Statement

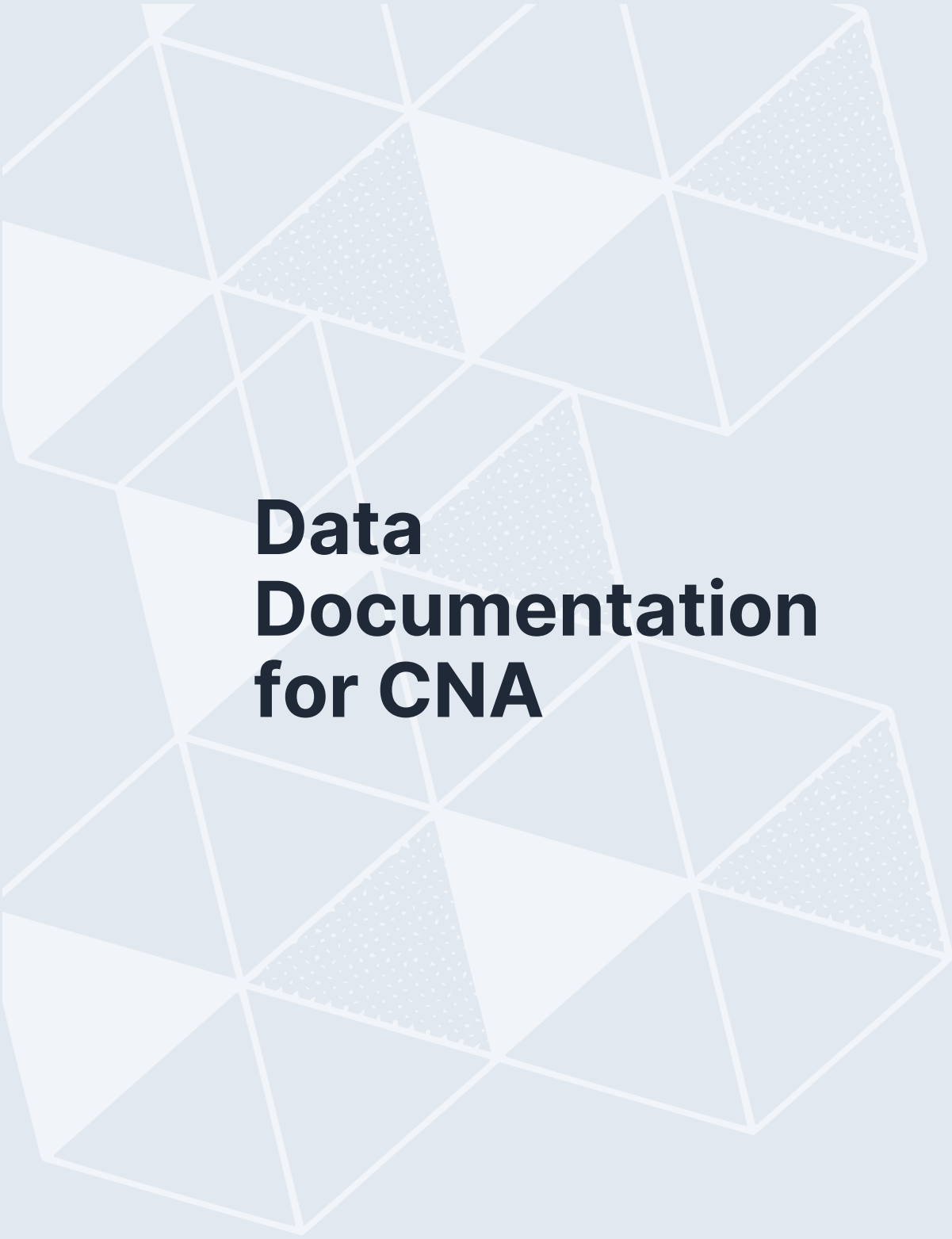
Root Cause

1
★

We will continue to address the need for growth with our Emerging Bilinguals and special education populations while working to maintain and increase our success from the previous year.

Language Barriers: Bilingual students may struggle with state testing if they have not yet achieved proficiency in the language of instruction. Special education students, on the other hand, might have language-based disabilities that hinder their comprehension. In both cases, language barriers can lead to lower scores.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data

- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

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



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: 1. Expected Result (What students do): Students set one measurable target per quarter (e.g., "Raise reading fluency from 90 to 105 WPM", Master 4/5 math module skills or Increase by growth goal by 5 points in MOY, increase 5 % pts in my CIA") and log one data tracker.

Impact (The difference it makes): Students build self-efficacy by tracking their own data, turning abstract test scores into clear, actionable personal progress.

2. Graduate Profile Goal (Life-Ready Competencies)

Expected Result (What students do): Students select one life-ready skill per semester (e.g., Communication, Problem-Solving, Critical Thinking, Emotional Intelligence, and Financial Readiness) and submit a quick reflection explaining how a specific project demonstrated that skill.

Impact (The difference it makes): Shifts student mindsets beyond basic academics, helping them articulate their real-world readiness, soft skills, and personal character.

3. Quarterly Evidence & Reflection

Expected Result (What students do): Once a quarter, students will reflect on their goals through a goal-setting conference with teachers and peers (e.g. attaching a work sample, test score graph, or project link) explaining why it shows growth.

Impact (The difference it makes): Moves learning from passive compliance to active ownership, creating student-led accountability and clear, continuous evidence for parent conferences and student portfolios.

Staff Responsible for Monitoring: Counselor

Administrators

All Staff

TEA Priorities: Improve low-performing schools

ESF Levers: 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: Expected Result (What happens):

At least 95% and more of all eligible students complete MAP Reading and Math diagnostics within the designated BOY, MOY, and EOY assessment windows.

Timely Data Entry: 100% of testing rosters and make-ups are finalized within 5 school days or less of each window opening.

Impact (The difference it makes):

Targeted Instruction: Gives teachers immediate, actionable growth data to design precise interventions and small-group instruction.

Accurate Growth Tracking: Ensures valid campus-wide data to measure individual student progress, predict state testing outcomes, and close achievement gaps across the year.

Staff Responsible for Monitoring: All staff

TEA Priorities: Improve low-performing schools

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

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Strategy 3

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: Reduction in bullying events

Students feel safe

SEL and class meetings with role-play, discussions, and real talk

- promoting positive relationships among students

Restorative practices to repair relationships and prevent future incidents

Staff Responsible for Monitoring: Counselor

Administration

All staff

TEA Priorities: Improve low-performing schools
ESF Levers: Lever 3: Integrated Student Support Systems
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Performance Objective 2

100% of staff will meet North Star Goal expectation

Evaluation Data Source: State assessment data and portfolios

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: All staff will engage in intentional, evidence-based professional growth aligned with district-identified T-TESS priority dimensions. Through goal setting, ongoing reflection, and evidence submitted at middle- and end-of-year conferences, teachers will strengthen instructional practices, increase professional accountability, and improve student learning outcomes.

Staff Responsible for Monitoring: Administrators
Instructional Coaches
Interventionist

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

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

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Strategy 2

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

Strategy's Expected Result/Impact: Evidence of growth goals

Staff Responsible for Monitoring: Admin

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Strategy 3

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

Strategy's Expected Result/Impact: Providing dedicated collaborative time every nine weeks will strengthen professional accountability, reflection, and collective efficacy by allowing staff to monitor progress toward growth goals, update portfolios, and analyze peer evidence in Schoology.

Staff Responsible for Monitoring: Admin
ILT

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Performance Objective 3

Implement multi-tiered systems of support to identify and support behavioral needs of students

Evaluation Data Source: Discipline dashboard data, Branching Minds Data

Strategy 1

Implement a clear and consistent Tier 1 campus behavior expectation and discipline management plan in which all staff explicitly teach, model, and reinforce 3-5 common behavior expectations (e.g., Be Safe, Be Respectful, Be Responsible) across classrooms, hallways, cafeterias, playgrounds, and transitions.

Strategy's Expected Result/Impact: Using Emergent Tree strategies, staff will proactively teach expected behaviors, provide specific positive feedback, and use consistent corrective responses and reteaching when expectations are not met. This approach creates predictable, supportive environments, reduces recurring behavior disruptions, and increases instructional time and student engagement.

Staff Responsible for Monitoring: All staff

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Regularly reviewing Tier 2 students through the MTSS Behavior Team will ensure timely, data-driven identification of student needs and consistent implementation of evidence-based interventions aligned with the district Behavior Framework. Expected results include improved student behavior, reduced recurring behavior incidents, increased student engagement, and stronger outcomes through targeted support and ongoing progress monitoring.

Staff Responsible for Monitoring: MTSS committee
ILT
Admin

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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

Strategy's Expected Result/Impact: Refreshing the Code of Civility through consistent visual messaging and campus-wide communication will reinforce shared expectations for respectful, professional, and positive interactions among staff, students, families, and community members. Expected results include stronger relationships, improved communication, increased accountability, and a welcoming campus culture where everyone feels valued, respected, and safe.

Staff Responsible for Monitoring: All staff

TEA Priorities: Improve low-performing schools

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Performance Objective 4

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

Evaluation Data Source: Implementing a Multi-Tiered System of Support (MTSS) will ensure students' academic needs are identified early through data-driven decision-making and addressed with timely, targeted interventions. Expected results include improved student achievement, reduced learning gaps, increased progress toward grade-level standards, and equitable access to the support every student needs to succeed.

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: Implementing improved tiered systems of support will ensure students identified as at-risk receive timely, targeted, and equitable academic and behavioral interventions based on individual needs and progress-monitoring data. Expected results include increased student achievement, reduced learning gaps, improved STAAR performance, stronger student engagement, and greater access to grade-level instruction and opportunities for success.

Staff Responsible for Monitoring: Teachers
MTSS committee
Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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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: Identifying students who need accelerated learning or intensive intervention and providing targeted instruction using district-approved high-quality instructional materials will address learning gaps and strengthen mastery of grade-level standards. Consistent progress monitoring in Branching Minds will support data-driven adjustments, improve intervention effectiveness, and increase student achievement and growth.

Staff Responsible for Monitoring: Teachers
MTSS committee
Admin

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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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: Using defined parameters in Branching Minds to identify and progress monitor students with attendance, behavior, reading, math, or course failure concerns will ensure early identification and timely, targeted interventions. Expected results include improved attendance, behavior, and academic performance; reduced learning gaps and course failures; and increased student achievement through consistent data-driven decision-making and progress monitoring.

Staff Responsible for Monitoring: Teachers
MTSS committee
Admin

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 4

Address Title 1 Components based on needs assessment

Strategy's Expected Result/Impact: Addressing Title I components based on the campus needs assessment will ensure resources, instructional strategies, and family engagement efforts are aligned with identified student and campus needs. Expected results include more effective use of funds and resources, improved instructional practices, increased family involvement, and stronger academic outcomes for all students, particularly those at risk of not meeting grade-level expectations.

Staff Responsible for Monitoring: Admin
ILT

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

Provide teachers with additional planning time for data analysis, lesson internalization, and collaboration.

Strategy's Expected Result/Impact: Providing additional planning time for data analysis, lesson internalization, and collaboration will strengthen instructional alignment, support data-driven decision-making, and ensure lessons address diverse student needs. Expected results include improved lesson quality, more effective instructional strategies, targeted interventions, stronger teacher collaboration, and increased student achievement

Staff Responsible for Monitoring: Admin
Instructional Coaches

Funding Sources: 211 - Title I, Part A, \$10,850

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Strategy 6

Teachers will work with students in need of intervention on two Saturdays per year.

Strategy's Expected Result/Impact: Providing two Saturday intervention opportunities will offer targeted, additional instructional time for students who need extra support to master grade-level standards and address learning gaps. Expected results include improved academic performance, increased skill mastery, greater student confidence, and improved readiness for classroom assessments and STAAR.

Staff Responsible for Monitoring: Teachers
Instructional Coaches
Admin

Funding Sources: 211 - Title I, Part A, \$2,944

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Performance Objective 5

Evaluation Data Source: Strengthening comprehensive school counseling, trauma-informed care, and character education will promote students' social-emotional well-being, positive behavior, resilience, and sense of belonging. Expected results include improved student engagement, stronger relationships, fewer behavioral disruptions, and increased readiness to learn, supporting academic growth and progress toward the North Star Goal.

Strategy 1

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

Strategy's Expected Result/Impact: Ensuring campus counselors provide mandated direct student services will increase access to individual and group counseling, support students' academic and social-emotional development, and address barriers to learning. Expected results include improved student well-being, stronger coping skills, increased engagement, attendance, student achievement, and alignment with Texas Education Code requirements

Staff Responsible for Monitoring: Admin
Counselor

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Implementing Project Wisdom through Social Studies instruction and required observances will reinforce positive character traits, ethical decision-making, and respect for others. Expected results include improved student behavior, stronger relationships, increased civic responsibility, and a positive campus culture that supports students' social-emotional growth and academic success.

Staff Responsible for Monitoring: Admin
Counselor

TEA Priorities: Improve low-performing schools

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: Providing Safer Minds, Safer Schools training to all campus staff will strengthen their ability to recognize student needs, identify potential concerns, and respond proactively to support student wellness and safety. Expected results include increased staff awareness, earlier identification of students needing support, improved referral practices, and a safer, more supportive campus environment where students can thrive academically, socially, and emotionally.

Staff Responsible for Monitoring: Counselor
Admin

TEA Priorities: Improve low-performing schools

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.

Evaluation Data Source: Promoting student health and wellness will ensure students have the physical, social-emotional, and mental health support needed to engage in learning and overcome barriers to success. Expected results include improved attendance, increased engagement, stronger coping skills, and greater academic achievement, supporting every student in reaching the North Star Goal.

Strategy 1

Implement the evidence-based Too Good for Drugs curriculum to equip 4th and 5th graders with essential goal-setting, decision-making, and peer refusal skills.

Strategy's Expected Result/Impact: Implementing the Too Good for Drugs curriculum in grades 4-5 will strengthen students' goal-setting, decision-making, communication, and peer refusal skills. Expected results include increased confidence in making healthy choices, improved resistance to peer pressure, stronger social-emotional competencies, and reduced risk-taking behaviors that can interfere with student wellness and academic success.

Staff Responsible for Monitoring: Counselor
Teachers
Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Implementing evidence-based prevention lessons from Catch My Breath and the Stanford REACH Lab in 6th grade will increase students' awareness of vaping and nicotine-related risks while strengthening critical thinking, decision-making, and resistance to peer pressure. Expected results include healthier choices, reduced susceptibility to vaping, and improved student wellness and readiness to learn.

Staff Responsible for Monitoring: Teachers
Counselor
Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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

Strategy's Expected Result/Impact: Conducting a fall roundtable drill and a campus-wide AED drill in February will strengthen emergency preparedness, clarify staff roles, and improve coordination during medical emergencies. Expected results include increased staff confidence and readiness, faster and more effective emergency responses, and a safer campus environment for all students and staff.

Staff Responsible for Monitoring: Nurse
Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

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

Strategy's Expected Result/Impact: Establishing and training a Campus Threat Assessment Team in accordance with Texas Education Code SS 37.115 will strengthen the campus's ability to identify, assess, and respond to potential threats in a timely and consistent manner. Expected results include early identification of safety concerns, coordinated intervention and support for students, reduced risk of violence, and a safer learning environment for all students and staff.

Staff Responsible for Monitoring: Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 5

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

Strategy's Expected Result/Impact: Implementing Sandy Hook Promise's suicide prevention curriculum in grades 6-12 will equip students to recognize warning signs, seek help, and connect peers with trusted adults and appropriate resources. Expected results include increased student awareness, earlier identification of students at risk, stronger help-seeking behaviors, and a safer, more supportive school environment that promotes student well-being.

Staff Responsible for Monitoring: Counselor

Admin

Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 6

Improve student transitions between home campus and Discipline Alternative Education Placement (DAEP) by identifying a transition case manager who will provide targeted wraparound services to students identified as at-risk for recidivism.

Strategy's Expected Result/Impact: Identifying a transition case manager to coordinate targeted wraparound services will support students transitioning between their home campus and DAEP, ensuring continuity of academic, behavioral, and social-emotional support. Expected results include smoother transitions, improved student engagement and behavior, stronger campus connections, reduced repeat disciplinary placements, and increased student success.

Staff Responsible for Monitoring: Campus Behavior Coordinator

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 2

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

Performance Objective 1 High Priority

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

Evaluation Data Source: Employee retention data, benchmark salary data, documented salary and benefits provided to employees

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: Ongoing, job-embedded professional learning aligned with district priorities will strengthen teacher effectiveness through targeted coaching, actionable feedback, and continuous reflection. Expected results include improved instructional practices, stronger implementation of evidence-based strategies, increased teacher collaboration and confidence, and measurable growth in student achievement.

Staff Responsible for Monitoring: Administrators

Instructional Coaches

Team leads/Department leads

Lift coaching support

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

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

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Strategy 2

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

Strategy's Expected Result/Impact: Utilizing campus-wide professional development days to train teachers on the Learner Growth Experience will strengthen instructional alignment, build teacher capacity, and promote consistent implementation of district priorities. Expected results include improved instructional practices, increased student engagement and ownership of learning, and measurable academic growth for all students.

Staff Responsible for Monitoring: Administration
ILT

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: School data for turnover rates, survey data

Strategy 1

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

Strategy's Expected Result/Impact: Conducting exit surveys and stay interviews will provide actionable insights into staff experiences, retention factors, and campus-specific needs. Using this feedback to strengthen school culture, balance workloads, and improve instructional support will increase staff satisfaction, trust, and engagement while reducing turnover and promoting a stable, collaborative learning environment for student

Staff Responsible for Monitoring: Admin

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 2

Address low-scoring areas in the climate survey by creating a campus team to develop an action plan to improve scores on survey and boost teacher retention.

Strategy's Expected Result/Impact: Creating a campus team to address low-scoring climate survey areas will promote shared ownership, strengthen staff voice, and drive targeted improvements in school culture and working conditions. Expected results include increased staff trust, morale, and engagement, improved climate survey scores, and stronger teacher retention through a more supportive and collaborative campus environment.

Staff Responsible for Monitoring: Teacher team leaders
Admin
ILT

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: T-TESS observation and walkthrough trends, combined with student achievement data, to evaluate the impact of professional learning and instructional practices on student growth.

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: Implementing a continuous performance coaching cycle will strengthen employee effectiveness through consistent observations, timely feedback, purposeful goal setting, and individualized support. Expected results include improved instructional practices, increased staff accountability and professional growth, stronger alignment with campus priorities, and measurable improvements in student achievement and learning outcomes.

Staff Responsible for Monitoring: Admin
Instructional coaches

TEA Priorities: Recruit, support, retain teachers and principals

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

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Goal 3

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

Performance Objective 1

Ensure high quality Tier 1 instruction in early childhood classrooms.

Evaluation Data Source: Accountability Data, Board Goal

Strategy 1

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

Strategy's Expected Result/Impact: Implementing consistent, high-quality teacher-led small-group instruction in Pre-K classrooms will provide targeted, developmentally appropriate learning experiences based on students' individual needs and readiness levels. Expected results include stronger early literacy and math skills, increased language development and engagement, improved foundational skills, and greater kindergarten readiness

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coaches
Interventionist
Admin

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2

Campus will provide Pre-K teachers with targeted feedback, coaching, and instructional support to strengthen Tier 1 instruction and deliver data-driven lessons, resulting in a 4% annual increase in end-of-year CLI Engage letter recognition and numeracy scores.

Strategy's Expected Result/Impact: Providing pre-K teachers with targeted feedback, coaching, and instructional support will strengthen Tier 1 instruction and ensure lessons are responsive to student data and individual learning needs. Expected results include improved instructional effectiveness, stronger foundational literacy and numeracy skills, and a 4% annual increase in end-of-year CLI Engage letter recognition and numeracy scores, supporting kindergarten readiness and long-term academic success.

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coaches
Interventionist
Admin

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3

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

Strategy's Expected Result/Impact: Ensuring daily, high-quality phonics instruction using district-approved High-Quality Instructional Materials (HQIM) in Pre-K-2 classrooms will strengthen students' foundational reading skills, including phonemic awareness, decoding, and word recognition. Expected results from BOY to MOY to EOY include improved early literacy achievement, increased reading fluency, reduced learning gaps, and stronger readiness for grade-level reading expectations.

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coaches
Interventionist
Admin

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 4

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

Strategy's Expected Result/Impact: Ensuring all students develop a strong conceptual understanding of place value and build automaticity in number identification, addition, and subtraction will strengthen foundational math skills and computational fluency. Expected results include improved accuracy and efficiency in problem-solving, increased confidence in mathematics, reduced learning gaps, and greater readiness for grade-level mathematical concepts from BOY to MOY to EOY

Staff Responsible for Monitoring: All teaching staff
ILT
Admin

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 2

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

Evaluation Data Source: Accountability Data

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 the needs of students and actively utilize intervention resources to address student needs.

Strategy's Expected Result/Impact: Robust language development
Language barriers are decreased
Decreased achievement gap between emerging bilinguals and non-EB students

Staff Responsible for Monitoring: Language Acquisition Teacher
Instructional Coaches
Interventionist
Teaching Staff
Admin

TEA Priorities: Improve low-performing schools

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

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Strategy 2

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

student needs and data.

Strategy's Expected Result/Impact: Increased bilingual proficiency in accountability data
Enhanced cognitive skills
Improved language skills
Reduced achievement gaps

Staff Responsible for Monitoring: Bilingual teachers
Language Acquisition Teacher
Instructional Coaches
Admin

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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: Consistent monitoring and quarterly review of the Data Dashboard will strengthen special education teachers' accountability, documentation, and data-driven instructional practices. Expected results include improved compliance with service documentation, more targeted instructional support, timely adjustments to student services, and increased progress toward individualized student goals and academic outcomes.

Staff Responsible for Monitoring: Central Support Special Student Services
Special Education Teachers
Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

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

Strategy's Expected Result/Impact: Consistent use of differentiated strategies and curricula will ensure gifted and talented students receive appropriately challenging, engaging, and rigorous learning experiences aligned to their strengths and needs. Expected results include increased student engagement, deeper critical thinking and problem-solving, accelerated academic growth, and greater achievement through opportunities for enrichment and advanced learning.

Staff Responsible for Monitoring: All teaching staff
Instructional Coaches
Interventionist
Admin

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 5

Provide designated vertical PLCs for special education teams across the campus

Strategy's Expected Result/Impact: Designated vertical PLCs for special education teams will strengthen collaboration, align instructional practices and supports across grade levels, and promote continuity in student services. Expected results include more consistent implementation of IEPs, improved data-driven decision-making, smoother student transitions, and increased academic and functional progress toward individualized student goals

Staff Responsible for Monitoring: Special Student Service Support
Team Lead
Admin

TEA Priorities: Improve low-performing schools

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

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Strategy 6

Provide training for new campus centralization. Special Education Classrooms and De-escalation Training

Strategy's Expected Result/Impact: Providing targeted training for staff in newly centralized special education classrooms and de-escalation strategies will strengthen staff capacity to support diverse student needs and respond proactively to challenging behaviors. Expected results include increased staff confidence and consistency, safer and more supportive learning environments, reduced behavioral escalations, improved implementation of individualized supports, and increased student engagement and success.

Staff Responsible for Monitoring: Special Student Services Support Admin

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

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

Evaluation Data Source: Growth in student achievement and consistency of high-quality Tier 1 instruction, as evidenced by walkthrough trends, assessment data, and student work aligned to RISD Instructional Priorities.

Strategy 1

Implement targeted, data-driven Tier 1 instruction, strategic small-group interventions, and ongoing progress monitoring in Grade 3 Math and Reading to increase STAAR performance from 47% to 57% in Math--exceeding the district's 55% board goal--and from 49% to 60% in Reading, aligning with the district's 2027 target.

Strategy's Expected Result/Impact: Targeted instruction and progress monitoring will close learning gaps and improve Grade 3 STAAR performance to 57% in Math and 60% in Reading, strengthening student achievement and aligning with district goals.

Staff Responsible for Monitoring: All teaching staff instructional coaches interventionist Admin

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2

Teachers will consistently implement HQIM to internalize lessons, deliver standards-aligned

instruction, and incorporate the Learner Framework through student discourse, checks for understanding, and differentiated learning tasks while campus leaders will provide ongoing, differentiated professional development, PLC collaboration, collaborative Lift Walks, and coaching cycles to strengthen implementation, address instructional needs, and improve student achievement.

Strategy's Expected Result/Impact: Consistent HQIM implementation and ongoing professional learning will strengthen instruction and teacher efficacy, increase student engagement, and improve mastery of grade-level standards and overall increased academic achievement.

Staff Responsible for Monitoring: All teaching staff
instructional coaches
interventionist
Lift Support
Central Teaching and Learning
Admin

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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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: Consistent weekly PLCs and lesson internalization will strengthen standards-aligned instruction, effective HQIM implementation, and collective teacher efficacy, resulting in stronger collaboration, data-driven instructional decisions, increased student mastery, and measurable academic growth.

Staff Responsible for Monitoring: All teaching staff
instructional coaches
interventionist
Lift Support Coach
Central Teaching and Learning
Admin

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

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

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Strategy 4

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

Strategy's Expected Result/Impact: Consistent implementation of the DDI protocol and weekly data meetings will strengthen collective teacher efficacy, identify learning gaps, and guide targeted instructional adjustments in Grade 3 Math and Reading, resulting in increased student achievement, accelerated academic growth, and improved STAAR performance.

Staff Responsible for Monitoring: Instructional coaches
Lift Support Coach
Admin

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 5

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

Strategy's Expected Result/Impact: Participation in the LIFT grant program will strengthen leadership capacity through targeted coaching, professional learning, and data-driven decision-making aligned to campus needs. Expected results include more effective instructional leadership, stronger teacher support and collective efficacy, and improved student achievement

Staff Responsible for Monitoring: Instructional coaches
Lift Support Coach
Admin

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

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

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Strategy 6

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

Strategy's Expected Result/Impact: Participation in the Accountability Data Leadership Series will strengthen campus leadership's ability to analyze student growth, monitor progress toward state accountability standards, and make data-driven decisions, resulting in targeted instructional improvements, increased accountability, and improved student achievement.

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

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Performance Objective 4

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

Evaluation Data Source: Evidence will include aligned instructional plans and PLC artifacts, classroom walkthroughs, student work samples, assessment data, and professional learning tailored to RISD priorities and the Learner Framework to support student growth from Pre-K-12.

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: Monitoring and supporting I-Team professional learning will strengthen teachers' purposeful integration of technology, promote productive screen time, and increase student engagement. Expected results include more effective technology-enhanced to be active use of technology vs. passive use of technology.

Staff Responsible for Monitoring: I team support
ILT
All teaching staff
Admin

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Teachers will design standards-aligned, engaging learning experiences that integrate the RISD Learning Framework and provide students with opportunities to think critically, collaborate, communicate, and solve real-world problems. Students will participate in collaborative learning tasks where they apply grade-level content, explain their thinking using academic language, and demonstrate competencies aligned with the RISD Graduate Profile through authentic student work and presentations.

Strategy's Expected Result/Impact: Meaningful, standards-aligned learning experiences will strengthen student engagement, critical thinking, collaboration, and academic communication. Expected results include deeper mastery of grade-level content and increased student ability to demonstrate competencies aligned with the RISD Graduate Profile.

Staff Responsible for Monitoring: All teaching staff
ILT
Admin

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

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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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: Maintaining visible showcases of specialized academic programming will highlight student learning, celebrate achievement, and strengthen family and community engagement. Expected results include increased awareness of student outcomes, stronger school-community partnerships, and greater alignment with RISD's "The ONE" initiative.

Staff Responsible for Monitoring: Team Lead
ILT
Admin

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 5

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

Strategy 1

Expand student access to career inspiration, exploration, and discovery through meaningful real-world learning experiences and exposure to a variety of career pathways by career exploration through Biztown for 100% of 5th grade students.

Strategy's Expected Result/Impact: Providing 100% of fifth-grade students with BizTown career exploration will build real-world financial literacy, collaboration, decision-making, and problem-solving skills while increasing awareness of diverse career pathways and future educational opportunities.

Staff Responsible for Monitoring: Teaching staff
Admin

TEA Priorities: Connect high school to career and college

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Strategy 2

Campus will monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance target rate of 94.4% from 25-26 to 95% in 26-27) or higher and reduce chronic absenteeism by (Insert Target 26-27).

Strategy's Expected Result/Impact: Weekly attendance monitoring and targeted interventions will improve student attendance, reduce chronic absenteeism, and strengthen family engagement, with the goal of increasing campus attendance from 94.4% in 2025-26 to 95% or higher in 2026-27.

Staff Responsible for Monitoring: Counselor
Teachers
Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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

Performance Objective 1

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

Evaluation Data Source: Partnership, business and industry partner lists; event participation data; and year-over-year comparisons demonstrating a 25% increase in business and industry partnerships aligned with RISD's North Star Goal.

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: Expected results include expanded partnerships, increased community engagement, and additional resources and real-world learning experiences that support student achievement and RISD's North Star Goal.

Staff Responsible for Monitoring: Admin
Counselor
Family and Community Engagement

TEA Priorities: Improve low-performing schools

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 contactability reports, verified student and family contact records, communication delivery and engagement reports, and periodic audits of updated contact information to measure progress from 96% to the 100% contactability goal.

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: Weekly campus newsletters through ParentSquare will strengthen consistent, timely communication and increase family awareness of campus events, academic priorities, and student learning. Monitoring delivery reports will improve family contactability, support equitable access to information, and strengthen family engagement and school-community partnerships.

Staff Responsible for Monitoring: Teachers
ILT
Counselor
Admin

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Consistent use of district communication tools and community partnerships will increase family engagement, strengthen community connections, and highlight student learning and campus successes. Expected results include improved communication and transparency, increased participation in campus events, stronger business and neighborhood partnerships, and greater community support for student achievement.

Staff Responsible for Monitoring: Team Leads
ILT
Admin

TEA Priorities: Improve low-performing schools

ESF Levers: 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: Student goal-setting conference records, parent communication and acknowledgment logs, ParentSquare engagement reports, documented family conferences, student growth goal trackers, and parent surveys confirming 100% of families understand their child's individual growth goal and strategies to support learning at home.

Strategy 1

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

Strategy's Expected Result/Impact: Sharing individual growth targets and progress updates will strengthen family engagement, student ownership, and self-efficacy by empowering students and families to take an active role in learning. Consistent home-support strategies will reinforce learning, build student confidence and accountability, and accelerate academic growth.

Staff Responsible for Monitoring: All teaching staff
ILT
Admin

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 5

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

Performance Objective 1

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

Evaluation Data Source: Campus budget reports, expenditure and purchasing records, budget-to-actual comparisons, and efficient use of resources, and alignment of expenditures with campus instructional priorities and student needs.

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: Providing staff training in August and January will strengthen compliance with district financial procedures, promote accurate documentation, and ensure consistent money handling and purchasing practices. Expected results include increased staff confidence and accountability, reduced errors, improved financial transparency, and responsible stewardship of campus resources.

Staff Responsible for Monitoring: Admin
ILT
All staff

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 2

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

Strategy's Expected Result/Impact: Collaboration with Facility Services and the Energy and Sustainability Department will promote efficient building operations, reduce unnecessary energy consumption, and support campus sustainability goals. Expected results include lower utility costs, responsible use of district resources, and a comfortable, environmentally conscious learning environment for students and staff.

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

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

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Performance Objective 2

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

Evaluation Data Source: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1

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

Strategy's Expected Result/Impact: Implementing clear procedures and staff training to ensure compliance with Texas SB 12 will strengthen adherence to state requirements, promote transparency, and support consistent communication with families regarding parental rights. Expected results include increased staff awareness and accountability, consistent implementation of required practices, and stronger family trust and partnerships.

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

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

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Strategy 2

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

Strategy's Expected Result/Impact: Conducting Safety Week at the beginning of the school year will strengthen staff and student preparedness through practice of Standard Response Protocols (SRP): Evacuate, Hold, Lockdown, Shelter, and Secure. Expected results include increased safety awareness, clear understanding of emergency procedures, improved response coordination, and a safer learning environment for all students and staff.

Staff Responsible for Monitoring: Administration
other staff

TEA Priorities: Improve low-performing schools

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

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Strategy 3

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

Strategy's Expected Result/Impact: Conducting "I Know What To Do Days" in October, December, February, and April will reinforce emergency procedures and strengthen staff and student confidence in responding to potential safety situations. Expected results include improved recall of safety protocols, consistent emergency responses, increased preparedness, and a safer campus environment for all.

Staff Responsible for Monitoring: All staff
Admin

TEA Priorities: Improve low-performing schools

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

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Performance Objective 3

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

Evaluation Data Source: Campus technology inventory and district maintenance logs, network uptime and connectivity reports, IT help desk tickets and staff feedback on the reliability and effectiveness of campus technology.

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: Maintaining accurate 1:1 device tracking, ensuring 100% completion of digital citizenship lessons, and streamlining technology support workflows will strengthen device accountability, promote safe and responsible technology use, and improve timely resolution of technical issues. Expected results include increased student digital responsibility, reduced technology disruptions, and reliable access to digital tools that support teaching, learning, and campus operations.

Staff Responsible for Monitoring: Technology TECH
Administration
LITE
Classroom 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 5: Instructional Leadership and Capacity Building

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Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: Bond 2025 project timelines and milestone reports, facilities and construction updates, campus walkthroughs, budget and expenditure reports, communication records with district Facilities and Bond teams, and documentation of completed improvements aligned with approved bond priorities.

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: Coordinating with district operations and facilities management will support timely, efficient implementation of Bond 2025 projects while minimizing disruptions to teaching and learning. Expected results include completion of scheduled campus upgrades, improved facilities and technology, effective resource management, and a safer, more supportive learning environment for students and staff.

Staff Responsible for Monitoring: Admin
Executive Assistant

TEA Priorities: Improve low-performing schools

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

Formative Reviews



State Compensatory Education

State Compensatory

Budget for Mark Twain Elementary

Total SCE Funds: \$5,460.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The allotted dollar amount will be used for at-risk students for accelerated instructional materials and resources.



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Araceli Jenkins	Interventionist		NaN
Vivian Arbelo	Instructional Coach		NaN
Wendy Carter	Interventionist		NaN