

Richardson Independent School District



Moss Haven Elementary

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Moss Haven Elementary is to grow lifelong learners by meeting the needs of all in a positive learning environment.

Vision

To create a culture in which our students, staff, and community are equipped with resources and confidence to take ownership of their learning and growth.

Value Statement

Character:Collaboration:Courage:Ownership:

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Comprehensive Needs Assessment

School Processes & Programs

Summary

Moss Haven teachers are highly qualified professionals who are committed to all students connecting, growing, learning and succeeding.

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

Moss Haven offers a variety of student programs and services to support student learning, well-rounded education, and a safe and healthy learning environment. Those programs include but are not limited to:

- Advanced Academics
- Career and Technical Education
- Clubs and Organizations (Beta Club, Choir, Cheer, Spanish Club, Card Club, as well as student-led clubs)
- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services; Depth and Complexity
- On Campus Professional Development
- Response to Intervention
- School Health Advisory Council
- Special Education Services
- Student Services

Strengths

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

MHE is committed to working collaboratively to support student growth and achievement and are committed to the PLC process and have embraced the four questions of effective PLCs. Our schedule offer opportunities for teachers and staff to work collaboratively to meet the needs of students, including planning for double PLC meeting time quarterly.

Our campus culture supports a positive learning environment where students academic as well as social and emotional needs are met. Teachers, Counselors, and Administration will meet regularly to discuss the need of students, how to support them, and the response to intervention.

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

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Processes and Programs need to continue to promote positive school culture and meet the social, emotional, and behavioral needs so all students can grow and achieve success.	Stakeholders lack ownership of processes currently in place to support student behavior and classroom management.

★ = Priority

Perceptions

Summary

MHE is committed to providing a supportive and positive culture among students, staff, families, and community.

We value building connections among our students, teachers, and families to build a culture in which all stakeholders are happy to participate in. The majority of staff and families feel that the school leadership is accessible to them and available to support them and help with problem-solving. Our PTA is active and advocates for our teachers and students, hosting community events and providing resources for families.

Strengths

100% of parents survey report that there is a staff member at MHE their child can go to for help with a problem. 100% also reported that they believe teachers and staff believe that all children can learn.

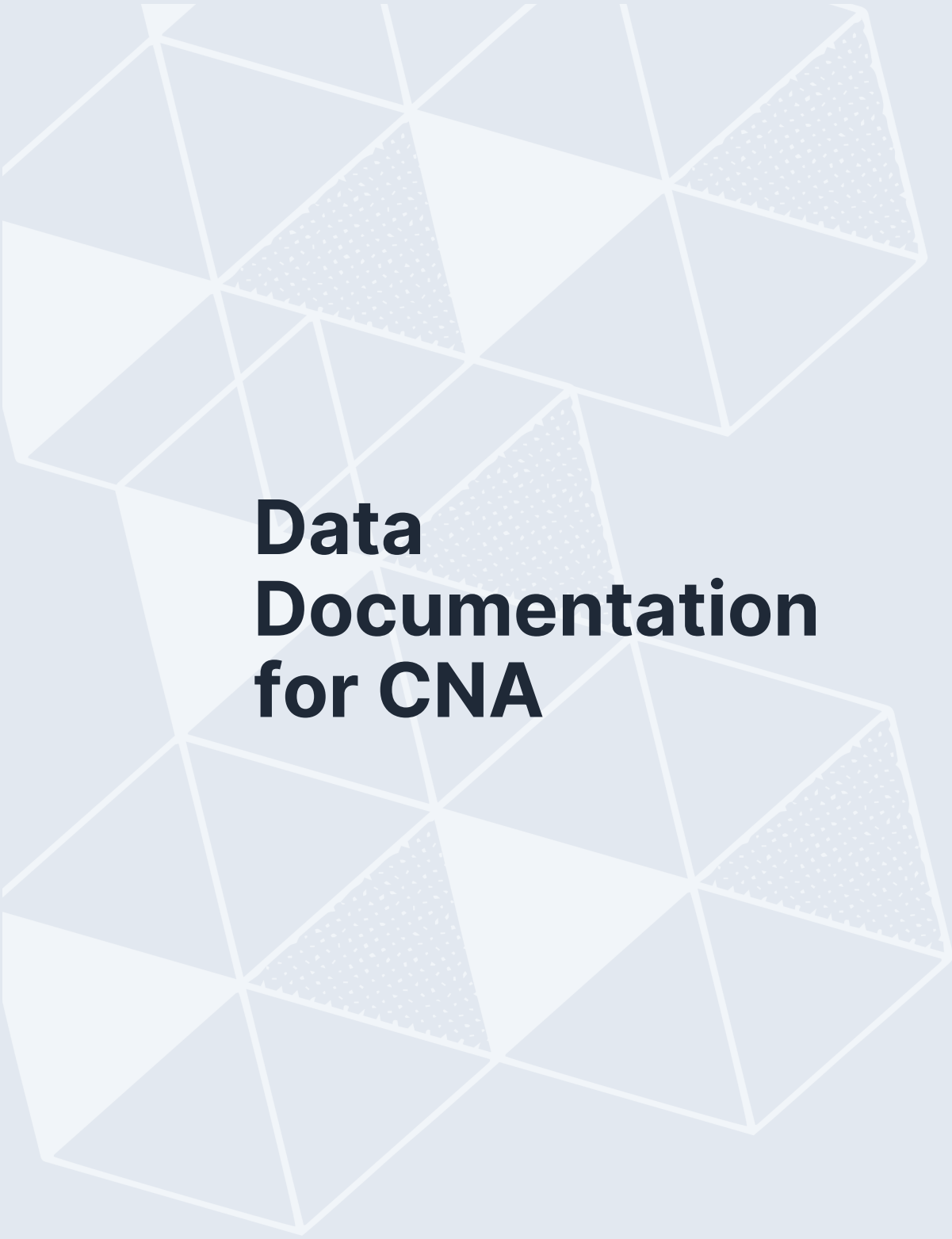
97% of staff agree strongly agree that they would recommend someone to work at Moss Haven.

100% of teachers understand their role in implementing the school's key actions, with 97% agreeing that they have the resources to do their jobs.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	15% of staff perceive that MHE does not have an effective leadership team.	While many members of staff have engaged in the PLC process, some continue to hold on to former ways of thinking and planning

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Closing the Gaps Domain

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Gifted and talented data

Student Data: Behavior and Other Indicators

- ☒ Discipline records

Employee Data



Staff surveys and/or other feedback



Goals

Goal 1

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

Performance Objective 1

100% of students will meet North Star Goal expectations.

Evaluation Data Source: MAP, STAAR,mClass, and TELPAS

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: Empowers students to take ownership of their own academic growth and career readiness through continuous goal-tracking and reflection. This builds a campus culture of accountability while preparing students with actionable, real-world skills for life after graduation.

Staff Responsible for Monitoring: administrators, instructional coaches, teachers

TEA Priorities: Build a foundation of reading and math

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

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Strategy 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: Ensures reliable, school-wide data to identify student learning gaps early and track individual academic growth across the year. This allows educators to target interventions and adapt instruction effectively to boost reading and math achievement.

Staff Responsible for Monitoring: administrators, instructional coaches, teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: 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: Streamlines digital goal-tracking and portfolio documentation into a single platform, giving students a clear, organized record of their academic growth throughout the year. This enables teachers, leaders, and families to regularly monitor progress and verify that quarterly learning milestones are met.

Staff Responsible for Monitoring: administrators, instructional coaches, teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 High Priority

100% of staff will meet North Star Goal expectations

Evaluation Data Source: T-TESS

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: Drives continuous professional growth and teacher effectiveness by grounding educator evaluations in clear district priorities and measurable evidence. This aligns classroom instruction with school-wide improvement goals while promoting a campus culture of accountability and self-reflection.

Staff Responsible for Monitoring: administrators

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Centralizes professional growth documentation into a single digital platform, making teacher self-reflection and goal-tracking transparent and continuous throughout the school year. This equips instructional leaders with consistent evidence to monitor staff development, offer targeted feedback, and keep campus goals on track.

Staff Responsible for Monitoring: administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Provide designated collaborative time during 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: Protects dedicated time for teachers to regularly maintain their digital portfolios, evaluate peer evidence, and collaborate across grade levels. This fosters a collaborative culture of continuous professional learning while ensuring staff consistently track and achieve their growth goals.

Staff Responsible for Monitoring: administrators

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

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Performance Objective 3

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

Evaluation Data Source: Branching Minds, Focus Behavior Data

Strategy 1

Implement a clear and consistent Tier I campus behavior expectations and discipline

management plan.

Strategy's Expected Result/Impact: Establishes a predictable, school-wide environment that reduces classroom disruptions and minimizes lost instructional time. This promotes a safe campus culture where students clearly understand behavioral norms and educators spend less time managing discipline and more time teaching.

Staff Responsible for Monitoring: administrators, instructional coaches, counselors, teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Provides targeted, timely support for students needing extra behavioral guidance, preventing minor issues from escalating into major disruptions. This ensures intervention plans are evidence-based, consistently monitored, and aligned with district standards to improve student conduct and engagement.

Staff Responsible for Monitoring: Behavior Team

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: Establishes shared standards of respect and positive conduct across the entire campus through high-visibility expectations. This reinforces a safe, welcoming school culture and keeps core behavioral values top-of-mind for both students and staff.

Staff Responsible for Monitoring: Administrators, counselors, teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4

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

Evaluation Data Source: MTSS Data; Campus Data Tracker; Names and Needs Data tracker

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: Ensures vulnerable and specialized student populations receive targeted, equitable interventions that directly remove barriers to learning. This drives higher academic growth, improves STAAR outcomes, and narrows achievement gaps across diverse student groups.

Staff Responsible for Monitoring: administrators, instructional coaches, SPED teachers, Language Acquisition Teacher, counselors

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: Ensures struggling students receive timely, evidence-based academic support using high-quality instructional materials to accelerate learning and close achievement gaps. Centralizing progress monitoring in Branching Minds provides real-time data to verify intervention effectiveness and guide instructional adjustments.

Staff Responsible for Monitoring: administrators, instructional coaches, teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Identify and progress monitor students in need of support using defined parameters for

attendance, behavior, reading and math intensive courses, and course failures using Branching Minds.

Strategy's Expected Result/Impact: Enables early identification and continuous tracking of students struggling in attendance, behavior, and core academics through a centralized data platform. This allows staff to deliver timely, targeted interventions before students fall further behind or risk course failure.

Staff Responsible for Monitoring: administrators, instructional coaches, teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5

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

Evaluation Data Source: Counselor Data, Branching Minds

Strategy 1

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

Strategy's Expected Result/Impact: Guarantees students receive required, high-quality counseling services focused on mental health, academic advising, and crisis intervention. This aligns campus operations with state standards to improve overall student well-being and academic success.

Staff Responsible for Monitoring: counselors

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: Instills core character traits and ethical decision-making into daily instruction and required campus observances, promoting positive student behavior. This reinforces a unified school culture of respect, empathy, and personal responsibility across all grade levels.

Staff Responsible for Monitoring: administrators, counselors

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: Equips all school personnel with essential tools to recognize mental health needs, intervene early, and maintain a safe campus environment. This establishes a proactive support network that promotes total student well-being and improves overall school safety.

Staff Responsible for Monitoring: Counselors

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: FitnessGram / Physical Fitness Assessments, School Health Clinic Logs
Branching Minds / MTSS Behavior & SEL Screener Data, Counselor Direct Service Logs
Attendance & Chronic Absenteeism Rates, Discipline Referral Data

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: Equips upper elementary students with practical life skills to resist peer pressure, make healthy choices, and avoid substance use early in their development. This builds a strong foundation of personal goal-setting and positive decision-making that supports long-term student wellness and safety.

Staff Responsible for Monitoring: counselors

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Strengthens staff preparedness and response times for medical and safety emergencies through practical, realistic scenario practice. This ensures the campus emergency response team operates efficiently to protect student and staff safety during critical incidents.

Staff Responsible for Monitoring: nurse, PE teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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

Strategy's Expected Result/Impact: Establishes a trained, multidisciplinary team capable of proactively identifying, evaluating, and mitigating potential safety risks on campus. This ensures strict compliance with state mandates while fostering a safer, more responsive school environment.

Staff Responsible for Monitoring: administrators, counselor

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

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

Strategy's Expected Result/Impact: Ensures smooth re-entry and ongoing support for students returning from DAEP, reducing recidivism and helping them stay on track academically and behaviorally. Assigning a dedicated transition case manager provides targeted wraparound care that addresses root causes of behavior and keeps vulnerable students connected to their home campus.

Staff Responsible for Monitoring: administrators, counselors

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

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

Evaluation Data Source: T-TESS Goal-Setting and Professional Development (GSPD) Plans, Classroom Walkthrough & Instructional Observation Data (T-TESS Domains I & II), Professional Learning Community (PLC) Meeting Minutes

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: Enhances overall classroom instruction by providing targeted, continuous teacher support and real-time feedback tied to district goals. This ensures consistent implementation of effective teaching strategies, driving measurable gains in student academic growth.

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

Strategy's Expected Result/Impact: 100% of staff will demonstrate growth in instructional effectiveness as measured by observation cycles and coaching documentation, leading to improved student outcomes and overall campus performance.

Staff Responsible for Monitoring: Administration and instructional coaches

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: HR Turnover & Exit Survey Reports, District & Campus Staff Retention Analytics (By Performance Category)
T-TESS Appraisal & Teacher Performance Data, Teacher Climate, Culture, and Morale Surveys
Staff Attendance & Absenteeism Rates

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: Provides actionable feedback to directly address the root causes of staff dissatisfaction, burnout, and turnover at the campus level. This enables leadership to proactively improve school culture and working conditions, leading to higher teacher retention and morale.

Staff Responsible for Monitoring: administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

Strategy's Expected Result/Impact: Identifies specific campus culture pain points and empowers staff to collaboratively implement targeted workplace improvements. This leads to higher teacher satisfaction, stronger campus climate survey results, and increased staff retention.

Staff Responsible for Monitoring: administrators, instructional leadership team

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

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: T-TESS

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: Provides teachers with immediate, actionable feedback and targeted support to continuously refine their instructional practice. This builds professional capacity across campus, directly driving higher employee effectiveness and improved student academic growth.

Staff Responsible for Monitoring: administrators

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

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Goal 3

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

Performance Objective 1

Ensure high quality Tier 1 instruction in early childhood classrooms.

Evaluation Data Source: TTESS; CLI

Strategy 1

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

Strategy's Expected Result/Impact: Delivers targeted, differentiated support that addresses individual skill gaps in early literacy, math, and oral language development. This maximizes instructional engagement and ensures a higher percentage of Pre-K students meet Kindergarten readiness benchmarks.

Staff Responsible for Monitoring: teachers, instructional coaches, administrators

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

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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: Builds teacher capacity in foundational Pre-K pedagogy and data-informed planning through ongoing feedback and coaching. This directly enhances classroom instruction, driving the steady academic gains needed to achieve the 4% increase in student letter recognition and numeracy scores.

Staff Responsible for Monitoring: administrators

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

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Strategy 3

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

Strategy's Expected Result/Impact: Establishes consistent, evidence-based foundational reading instruction across all early childhood classrooms. This builds essential decoding and word-recognition skills, driving systematic growth in early literacy achievement from Pre-K through 2nd grade.

Staff Responsible for Monitoring: administrators, instructional coaches, teachers

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

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Strategy 4

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

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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: STAAR , TELPAS , MAP Growth , IEP Progress Reports & Goal Attainment Records

Strategy 1

Implement ESL content-based model in K-5th grades. Utilize Linguistic Acquisition Teachers to support ELLevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student

needs)

Strategy's Expected Result/Impact: Ensures teachers consistently apply targeted linguistic scaffolding and intervention resources tailored to language proficiency levels. This accelerates English language acquisition while preventing academic gaps in core content areas for Emergent Bilingual students.

Staff Responsible for Monitoring: administrators, teachers, Language Acquisition Specilaist

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

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Strategy 2

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

Strategy's Expected Result/Impact: Ensures special education teachers maintain compliance and systematically track individual IEP goal progress using real-time data. This enables campus leaders to provide timely, targeted coaching and support, directly improving instructional quality and student outcomes.

Staff Responsible for Monitoring: administrators

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

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

Strategy's Expected Result/Impact: Provides Gifted and Talented students with appropriate intellectual challenge and depth, preventing academic boredom and disengagement. This fosters advanced critical thinking skills and drives continuous academic growth beyond standard grade-level benchmarks.

Staff Responsible for Monitoring: Administrators, instructional coaches, Advanced Learning Teacher, teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Include campus strategies to address SPED accountability targets

Strategy's Expected Result/Impact: Aligns daily instructional practices, accommodations, and targeted interventions directly with Special Education compliance and performance standards. This ensures students served through Special Education receive appropriate academic support, leading to improved student growth and met accountability targets.

Staff Responsible for Monitoring: administrators, SPED teachers, teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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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: RISD Instructional Framework Walkthrough & Observation Data
MAP Growth
STAAR
PLC Lesson Planning Reviews & Curriculum Alignment Audits
Student Academic Growth & Learning Artifact Portfolios

Strategy 1

The percent of students in third grade who score at the meets level or above on STAAR Reading will increase from 67% to 68%. The percent of students in third grade who score at the meet level or above on STAAR Math will increase from 56% to 55%.

Strategy's Expected Result/Impact: Provides targeted foundational instruction and timely intervention in key literacy and math concepts during a critical developmental year. This ensures 3rd-grade students master essential grade-level skills, driving higher passing rates and advanced achievement on STAAR assessments.

Staff Responsible for Monitoring: administrators, instructional coaches, teachers

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

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Strategy 2

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: Ensures teachers deeply understand grade-level standards and execute high-quality instructional materials with high fidelity. This creates tightly aligned, rigorous daily instruction that directly elevates student mastery and academic performance campus-wide.

Staff Responsible for Monitoring: administrators, instructional coaches

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

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Strategy 3

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: Establishes a systematic cycle for analyzing student assessment data and immediately adjusting daily instruction to address identified skill gaps. This ensures targeted re-teaching and intervention in 3rd-grade Reading and Math, directly accelerating student growth and STAAR performance.

Staff Responsible for Monitoring: administrators, instructional coaches, teachers

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

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Strategy 4

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: Strengthens campus leaders' instructional and operational capacity through targeted, context-specific executive coaching. This enables principals to address unique campus needs effectively, driving improved teacher performance and student outcomes.

Staff Responsible for Monitoring: administrators

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

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Strategy 5

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

Strategy's Expected Result/Impact: Equips principal with data-analysis tools to track individual student growth and proactively identify academic risk areas. This ensures targeted instructional adjustments that directly improve campus performance on state accountability measures.

Staff Responsible for Monitoring: principal

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 aligned Pre-K - 5 student learning experiences to support RISD being "The One".

Evaluation Data Source: RISD Learning Framework & Essential Learning Outcome (ELO) Walkthrough Data
mCLASS /MAP Growth
CLI Engage Assessment Reports
STAAR

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: Builds teacher capacity to integrate instructional technology intentionally, ensuring digital tools enhance student engagement and higher-order thinking rather than serving as passive screen time. This maximizes student learning outcomes and ensures technology usage directly supports core academic standards.

Staff Responsible for Monitoring: administrators, instructional coaches, i-team member

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: Ensures students engage in rigorous, real-world learning that goes beyond basic standards to develop essential critical thinking, communication, and problem-solving skills. This directly prepares all graduates to embody the competencies outlined in the RISD Graduate Profile and succeed beyond Pre-K-12.

Staff Responsible for Monitoring: administrators, instructional coaches, teachers

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

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Strategy 3

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

Strategy's Expected Result/Impact: Increases community awareness and enrollment by actively showcasing specialized programming and authentic student work. This strengthens neighborhood engagement and reinforces the district's positioning as "The ONE" choice for families.

Staff Responsible for Monitoring: administrators, RISD Insider

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.

Evaluation Data Source: campus attendance data
District CCMR Indicators

Strategy 1

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

Strategy's Expected Result/Impact: Provides all 5th-grade students with hands-on, authentic exposure to real-world career paths and financial literacy through JA BizTown. This early career discovery sparks long-term academic interest and helps students make informed choices as they transition into secondary pathway options.

Staff Responsible for Monitoring: administrators, counselors, 5th grade teachers

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

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Strategy 2

Campus will monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance rate of 96.74% or higher and increase attendance by 0.5%.

Strategy's Expected Result/Impact: Recovers instructional time, raises academic achievement, and strengthens school-family partnerships

Staff Responsible for Monitoring: Administrators, student data specialist

TEA Priorities: Build a foundation of reading and math

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

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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: volunteer logs
Site Based Decision Making Team Members
Auction Supporters

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: Connects local business and community leaders directly to campus operations, building strong relationships that foster long-term partnerships. This expanded network generates valuable external resources, mentorships, and real-world learning opportunities aligned with the North Star Goal.

Staff Responsible for Monitoring: principal

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 data

Strategy 1

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

Strategy's Expected Result/Impact: Ensures reliable, equitable access to important campus updates through a single standardized communication channel for all families. This strengthens family engagement, keeps parents informed, and allows leadership to immediately identify and resolve any delivery barriers in real time.

Staff Responsible for Monitoring: principal, school staff

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: Builds strong community trust and drives stakeholder engagement by consistently sharing student success and campus updates across all digital, physical, and community channels. This intentional storytelling showcases campus achievements, deepens local partnerships, and fosters a sense of shared pride.

Staff Responsible for Monitoring: administrators, RISD Insider

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.

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Evaluation Data Source: Campus & Teacher Goal-Tracking Folders

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: Empowers families to become active partners in their child's academic journey by providing clear growth data and practical learning strategies. This shared accountability between home and school accelerates individual student academic progress across the year.

Staff Responsible for Monitoring: administrators, instructional coaches, teachers

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: district reports

Strategy 1

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

Strategy's Expected Result/Impact: Ensures full compliance with district financial policies and prevents audit findings by establishing clear, consistent purchasing and cash-handling practices. This streamlines operational efficiency and protects campus funds intended to support classroom instruction.

Staff Responsible for Monitoring: administrator, executive assistant

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Reduces utility expenditures and operational waste by establishing efficient campus energy management practices. This maximizes available district resources to reinvest directly into student learning while fostering a culture of sustainability.

Staff Responsible for Monitoring: administrator, executive assistant

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

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

Evaluation Data Source: campus surveys

Strategy 1

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

Strategy's Expected Result/Impact: Upholds statutory compliance and strengthens trust with families by establishing clear processes that protect parental rights and access to instructional decisions. This safeguards the campus against legal vulnerabilities while fostering transparent home-school partnerships.

Staff Responsible for Monitoring: administrators

ESF Levers: 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: Establishes clear, consistent emergency response habits across the entire campus by training students and staff on Standard Response Protocol procedures early in the year. This ensures immediate readiness, minimizes panic during real incidents, and maintains a safe, secure learning environment.

Staff Responsible for Monitoring: administrators

ESF Levers: 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: Establishes clear, consistent emergency response habits across the entire campus by training students and staff on Standard Response Protocol procedures early in the year. This ensures immediate readiness, minimizes panic during real incidents, and maintains a safe, secure learning environment.

Staff Responsible for Monitoring: administrators

ESF Levers: 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: brightbytes survey

Strategy 1

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

Strategy's Expected Result/Impact: Ensures maximum hardware availability and responsible device usage by maintaining complete digital inventory accountability and mandatory student online safety training. This minimizes instructional downtime and accelerates technical support response times for classroom technology.

Staff Responsible for Monitoring: LITE; district tech support

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

Implement Bond 2025.

Strategy 1

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

with Bond 2025 timelines.

Strategy's Expected Result/Impact: Ensures bond-funded campus improvements, technology upgrades, and facility enhancements are completed on schedule with minimal disruption to instruction. This delivers modernized, safe learning environments that directly support student achievement and daily campus operations.

Staff Responsible for Monitoring: administrators, executive assistant

ESF Levers: Lever 3: Integrated Student Support Systems

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