

Richardson Independent School District



Northlake Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Northlake Elementary, growing every child, every day.

Vision

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

Value Statement

Integrity

Inspiration

Inclusiveness

Innovation

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Achievement	7
Data Documentation for CNA	9
Improvement Planning Data	10
Accountability Data	10
Student Data: Student Groups	10
Student Data: Behavior and Other Indicators	10
Employee Data	10
Parent/Community Data	10
Goals	11
Goal 1 : We will design and implement systems that provide the necessary structur...	12
Goal 2 : RISD will reimagine the way we recruit and retain quality staff through com...	22
Goal 3 : We will establish systems for curriculum and learning experiences which s...	25
Goal 4 : We will create opportunities to ensure engagement with community memb...	36
Goal 5 : We will increase efficiency and effectiveness in operations and personnel ...	39
State Compensatory Education	43
Budget for Northlake Elementary	44



Comprehensive Needs Assessment

Demographics

Summary

Northlake Elementary is a wonderful campus where we serve a diverse community of learners. We currently have 452 students enrolled in Pre-K through 5th grade. We are also a Title I campus, serving approximately 65% economically disadvantaged students. Here is our current demographic breakdown for the 2026–2027 school year:

Total Enrollment - 452

Economically Disadvantaged - 65.3%

African American - 38.8%

Hispanic - 31.4%

White - 22.1%

Asian - 3.1%

Multiple Races - 4.2%

Strengths

As a diverse campus, students/families have the opportunity to build relationships with students/families from different backgrounds. Students are exposed to a variety of cultures and languages and develop understanding and appreciation for different values and cultures.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The free and reduced lunch numbers do not accurately reflect all families in need within our community. This will affect our title 1 funding for the school.	We are a CEP Campus, so breakfast and lunch are free for all of our students, which results in many families not seeing the need to fill out the household data form.

 = Priority

Student Achievement

Summary

The overall MAP growth for K-6 Reading was ranked in the 54th percentile nationally which fell just short of our goal of 60th percentile.

The overall MAP growth for K-6 Math was ranked 53rd percentile nationally which fell just short of our goal of the 60th percentile.

Strengths

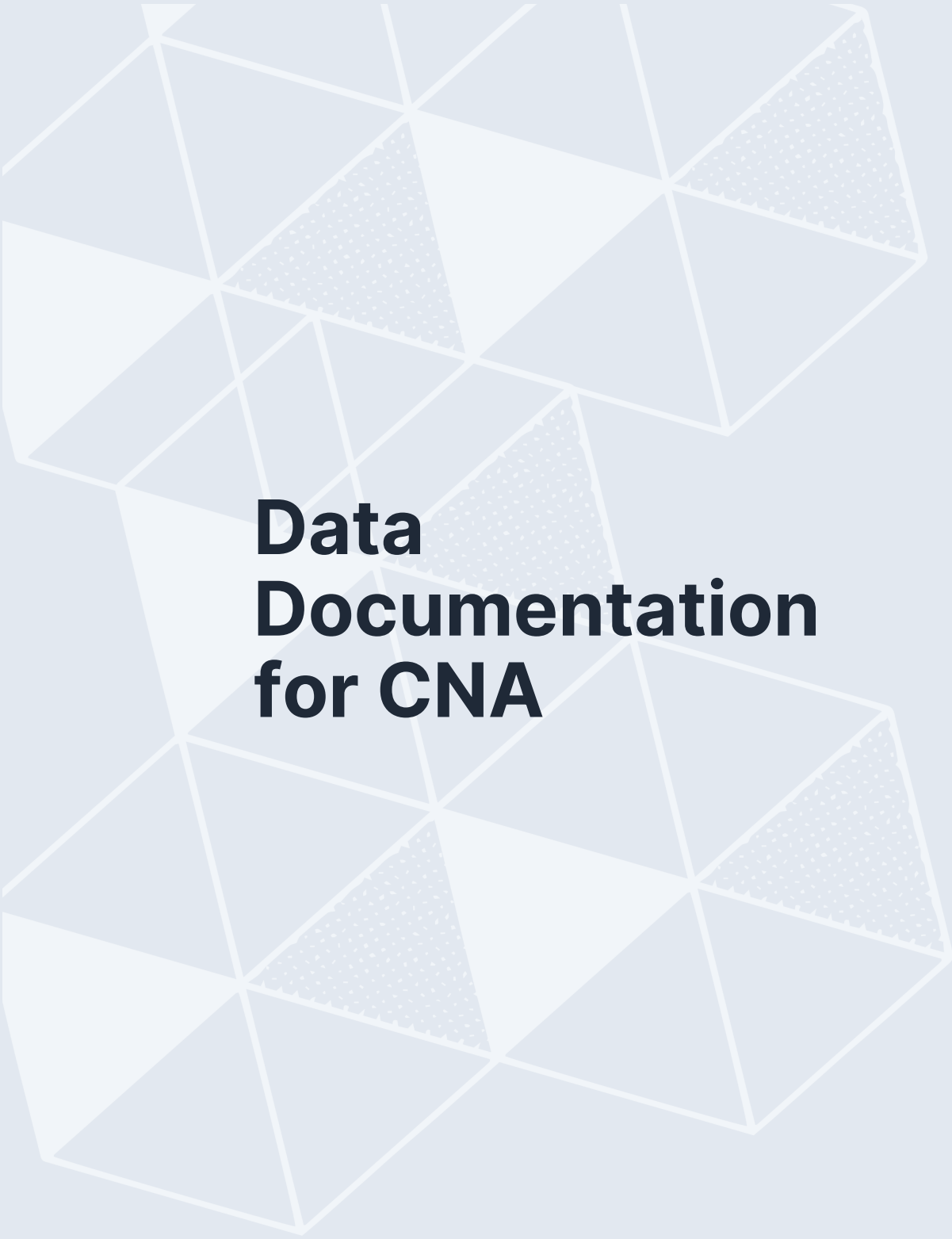
Kindergarten, 1st and 6th grade exceeded the 60th percentile of growth expectation for Reading MAP.

6th grade exceeded the 60th percentile of growth expectation for Math MAP.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 Students are not consistently demonstrating expected academic growth across grade levels and student groups, particularly in mathematics.	Instruction has not consistently provided targeted differentiation and responsive small-group support based on individual student data. With a wide range of academic needs, students require intentional, data-driven instruction to accelerate growth while maintaining achievement for students already performing at or above grade level.

 = 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

Accountability Data

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

Student Data: Student Groups

- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- ☒ Discipline records

Employee Data

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

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community 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 High Priority

100% of students will meet North Star Goal expectations.

Evaluation Data Source: Schoology student portfolios, quarterly goal-progress artifacts, and MAP Growth data.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increased student ownership and awareness of individual growth, demonstrated through quarterly reflection and evidence of progress toward academic and Graduate Profile goals.

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, Counselor, LITE

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

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

Formative Reviews

November

January

March

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Consistent BOY, MOY, and EOY MAP data will provide reliable measures of individual student growth and allow staff to identify learning needs, adjust instruction, and monitor progress toward student growth goals.

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, Instructional Leadership Team

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

January

March

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

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: Students will demonstrate increased ownership of their learning by consistently tracking, reflecting on, and documenting progress toward individual growth goals through quarterly Schoology portfolio artifacts.

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, LITE/iTeam

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority

100% of staff will meet North Star Goal expectations

Evaluation Data Source: T-TESS professional growth goals and conference documentation; Schoology staff portfolios and quarterly artifacts; walkthrough/observation data; MOY and EOY goal-attainment evidence.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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: Increased staff ownership of professional growth, demonstrated through measurable progress toward individual T-TESS goals and evidence of improved instructional practices at middle- and end-of-year conferences.

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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: Staff will consistently monitor, reflect on, and document progress toward individual professional growth goals, resulting in increased ownership of professional learning and evidence of growth throughout the year.

Staff Responsible for Monitoring: Campus Administration, iTeam

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

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: Staff will engage in consistent reflection and collaboration around professional growth goals, resulting in timely portfolio updates, shared learning from peer evidence, and improved progress toward individual goals.

Staff Responsible for Monitoring: Campus Administration, Instructional Leadership Team

Title I: 2.5.3

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

Formative Reviews

November

January

March

June

Performance Objective 3 **High Priority**

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

Evaluation Data Source: Discipline referral data; Branching Minds behavior intervention and progress-monitoring data; MTSS Behavior Team documentation; student behavior data; campus climate survey data.

Strategy 1 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan.
- Establish, explicitly teach, model, and reinforce common campus-wide behavior expectations and routines across all school settings, with consistent staff responses to student behavior and regular review of discipline data to identify trends and areas for reteaching.

Strategy's Expected Result/Impact: Increased consistency in student behavior expectations and staff responses across campus, resulting in improved student behavior, fewer repeated behavior concerns, and a positive, predictable learning environment.

Staff Responsible for Monitoring: Campus Administration, Counselor, Classroom Teachers, Instructional Leadership Team

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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

Strategy 2 **Targeted Support Strategy** **Additional Targeted Support Strategy**

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: Students identified with Tier 2 behavioral needs will receive timely, targeted interventions with consistent progress monitoring, resulting in improved student behavior and a reduction in repeated behavioral concerns.

Staff Responsible for Monitoring: Campus Administration, Counselor, MTSS Behavior Team, Classroom Teachers

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

March

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Students, staff, and families will demonstrate increased awareness and understanding of the Code of Civility, resulting in more consistent expectations for respectful behavior and a positive campus culture.

Staff Responsible for Monitoring: Campus Administration, Counselor, Classroom Teachers

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

March

June

Performance Objective 4 HB3 Goal

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

Evaluation Data Source: MAP Growth data; STAAR data; common assessment and classroom performance data; Branching Minds intervention and progress-monitoring data; MTSS documentation; student intervention records.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

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: Students identified as at-risk will receive timely, targeted academic support based on individual needs, resulting in increased academic growth and a reduction in achievement gaps among identified student groups.

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, Special Education Staff, ESL/Linguistic Acquisition Staff, MTSS Team

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews

November

January

March

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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: Students identified for accelerated learning or intensive intervention will receive targeted, data-driven support using district-approved HQIM, resulting in measurable academic growth and progress toward grade-level expectations.

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, Intervention Staff, Special Education Staff, MTSS Team

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

Formative Reviews

November

January

March

June

Strategy 3 Targeted Support Strategy

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: Students needing additional support will be identified early and consistently monitored, allowing staff to implement timely interventions and adjust supports based on student progress.

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, Counselor, MTSS Team, Intervention Staff

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

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

Formative Reviews

November

January

March

June

Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Address Title I 10 Components based on needs assessment.

- Provide targeted, data-driven reading and math intervention and acceleration for students identified through MAP, STAAR, classroom assessment, and progress-monitoring data, with an emphasis on economically disadvantaged and other at-risk student groups. Progress will be monitored regularly through the MTSS process and instructional supports adjusted based on student response.

Strategy's Expected Result/Impact: Students receiving targeted intervention and acceleration will demonstrate increased academic growth in reading and mathematics, with reduced achievement gaps for economically disadvantaged and other identified at-risk student groups.

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, Intervention Staff, MTSS Team

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

Formative Reviews

November

January

March

June

Performance Objective 5 High Priority

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

Evaluation Data Source: Counselor program documentation and service logs; student participation records; character education lesson documentation; campus behavior/discipline data; student and campus climate survey data.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Students will have consistent access to comprehensive counseling services that support academic success, social-emotional development, and college, career, and life readiness.

Staff Responsible for Monitoring: Campus Administration, School Counselor

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Students will strengthen character, responsible decision-making, and respectful behavior through consistent character education, contributing to a positive and supportive campus culture.

Staff Responsible for Monitoring: Campus Administration, School Counselor, Classroom Teachers

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Staff will increase their knowledge and capacity to recognize and respond appropriately to student wellness and safety needs, resulting in consistent implementation of practices that support a safe and supportive school environment.

Staff Responsible for Monitoring: Campus Administration, School Counselor

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Performance Objective 6

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

Evaluation Data Source: Program implementation and completion records; student participation records; training documentation; campus health and safety records; discipline and behavior data; Emergency Response Team and Threat Assessment Team documentation.

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: 4th and 5th grade students will demonstrate increased knowledge and skills related to healthy decision-making, goal setting, and peer refusal, supporting positive choices and overall student wellness.

Staff Responsible for Monitoring: Campus Administration, School Counselor, 4th and 5th Grade Teachers

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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

Strategy 2

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

Strategy's Expected Result/Impact: Campus staff will demonstrate increased preparedness and confidence in responding to medical emergencies, resulting in consistent implementation of emergency response procedures and improved campus safety.

Staff Responsible for Monitoring: Campus Administration, School Nurse, Campus Emergency Response Team

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

Formative Reviews

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

Strategy 3

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

Code 37.115.

Strategy's Expected Result/Impact: The Campus Threat Assessment Team will be trained and prepared to implement required threat assessment procedures, supporting early identification of safety concerns and a safe, supportive campus environment.

Staff Responsible for Monitoring: Campus Administration, School Counselor, Campus Threat Assessment Team

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

Formative Reviews

November

January

March

June

Strategy 4

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: Students transitioning to or from DAEP will receive coordinated academic, behavioral, and social-emotional support, resulting in successful reintegration to the home campus and reduced risk of repeat disciplinary placement.

Staff Responsible for Monitoring: Campus Administration, School Counselor, Designated Transition Case Manager

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

March

June

Performance Objective 7

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.

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: T-TESS observation and walkthrough data; teacher professional growth goals and action steps; professional learning participation records; coaching and feedback documentation; Schoology professional portfolio evidence; BOY, MOY, and EOY student achievement data.

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: Teachers will strengthen instructional practices through targeted professional learning, coaching, and feedback, resulting in increased implementation of district instructional priorities and improved student growth.

Staff Responsible for Monitoring: Campus Administration, Instructional Leadership Team

Title I: 2.5.3

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

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

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Teachers will increase their understanding and implementation of the Learner Growth Experience, resulting in stronger alignment of instructional practices to district priorities and increased student ownership and growth.

Staff Responsible for Monitoring: Campus Administration, Instructional Leadership Team, LITE/iTeam

Title I: 2.5.3

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

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

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: Staff retention and turnover data; staff climate survey results; stay interview and exit survey data; staff attendance data; campus staffing and vacancy 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: Campus leadership will identify trends and factors impacting staff retention and use staff feedback to make targeted improvements to school culture, workload, and instructional support, resulting in increased staff satisfaction and retention.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2

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

Strategy's Expected Result/Impact: Staff feedback will be used to identify and address areas of concern, resulting in measurable improvement in targeted climate survey indicators and increased staff satisfaction and retention.

Staff Responsible for Monitoring: Campus Administration, Campus Climate/Action Planning Team

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: T-TESS observation and walkthrough data; employee professional growth goals and action steps; coaching and feedback documentation; MOY and EOY conference documentation; professional growth evidence and performance improvement documentation.

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: Staff will receive consistent, actionable feedback and individualized support that leads to measurable progress toward professional growth goals, strengthened instructional practices, and improved student outcomes.

Staff Responsible for Monitoring: Administration

Title I: 2.5.3

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

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

Formative Reviews

NovemberJanuaryMarchJune

Goal 3

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

Performance Objective 1 High Priority

Ensure high quality Tier 1 instruction in early childhood classrooms.

Evaluation Data Source: CLI Engage BOY, MOY, and EOY data; classroom walkthrough and observation data; lesson plans and instructional implementation evidence; small-group instruction documentation; student performance and progress-monitoring data.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Pre-K students will receive differentiated, targeted instruction based on individual learning needs, resulting in increased student engagement and measurable growth in early literacy and numeracy skills.

Staff Responsible for Monitoring: Campus Administration, Pre-K Teachers, Early Childhood Support Staff

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

Formative Reviews

November

January

March

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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: Pre-K teachers will strengthen Tier 1 instructional practices and use student data to adjust instruction, resulting in a 4% annual increase in EOY CLI Engage letter recognition and numeracy scores.

Staff Responsible for Monitoring: Campus Administration, Pre-K Teachers, Early Childhood Support Staff

Title I: 2.5.3

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

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

Formative Reviews

November

January

March

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Students in PK-2 will receive consistent, explicit, systematic phonics instruction using district-adopted HQIM, resulting in increased foundational reading skills and measurable growth in early literacy outcomes.

Staff Responsible for Monitoring: Campus Administration, PK-2 Classroom Teachers

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

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

Formative Reviews

November

January

March

June

Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Students will demonstrate increased conceptual understanding of place value and improved fluency with foundational number skills, resulting in stronger mathematical readiness and measurable growth in mathematics.

Staff Responsible for Monitoring: Campus Administration, PK-2 Classroom Teachers

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

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

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority

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

Evaluation Data Source: MAP Growth and STAAR data disaggregated by student group; special education progress-monitoring and IEP goal data; multilingual learner language proficiency and academic achievement data; GT student performance data; Branching Minds intervention data; walkthrough and observation data; quarterly student outcome monitoring documentation.

Strategy 1 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Emergent bilingual students will receive consistent, linguistically responsive instruction and targeted interventions based on ongoing progress monitoring, resulting in increased language acquisition and academic growth.

Staff Responsible for Monitoring: Campus Administration, Linguistic Acquisition Teacher, ESL-Certified Classroom Teachers

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

Formative Reviews

November

January

March

June

Strategy 2 Targeted Support Strategy

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 use and quarterly review of the Special Education Data Dashboard will strengthen progress monitoring and instructional decision-making, resulting in timely, targeted support and improved outcomes for students receiving special education services.

Staff Responsible for Monitoring: Campus Administration, Special Education Team Lead, Special Education Teachers

Title I: 2.5.3

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

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

Formative Reviews

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

Strategy 3

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

Strategy's Expected Result/Impact: Gifted and talented students will consistently engage in appropriately differentiated learning experiences that provide increased depth, complexity, and rigor, resulting in continued academic growth and advanced levels of student performance.

Staff Responsible for Monitoring: Campus Administration, GT Specialist, Classroom 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

Formative Reviews

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

Strategy 4  **Targeted Support Strategy**  **Results Driven Accountability**

Utilize student achievement, progress-monitoring, and special education data to identify areas of need for students receiving special education services. Provide targeted, differentiated instruction and interventions, and regularly monitor student progress to adjust supports and improve performance toward identified accountability targets.

Strategy's Expected Result/Impact: Students receiving special education services will demonstrate increased academic growth and progress toward grade-level standards, resulting in improved performance on identified special education accountability measures.

Staff Responsible for Monitoring: Campus Administration, Special Education Team Lead, Special Education Teachers, Classroom Teachers

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

Formative Reviews

November

January

March

June

Performance Objective 3 **High Priority**

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

Evaluation Data Source: MAP Growth and STAAR data; common assessment and classroom performance data; walkthrough and T-TESS observation data; PLC and lesson internalization documentation; data-driven instruction meeting documentation; student work and evidence of implementation of RISD Instructional Priorities.

Strategy 1

The percent of students in third grade who score at the meets level or above on STAAR Reading will increase from 45% to 60% by June of 2027.

Strategy's Expected Result/Impact: Third-grade students will demonstrate increased mastery of grade-level reading standards, with the percentage achieving Meets Grade Level or above on STAAR Reading increasing from 45% to 60%.

Staff Responsible for Monitoring: Campus Administration, 3rd Grade Reading Teachers

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

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

Formative Reviews

November

January

March

June

Strategy 2 **Targeted Support Strategy** **Additional Targeted Support Strategy**

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

- K-5 teachers will consistently utilize district-adopted HQIM as the foundation for mathematics instruction. Through weekly PLCs, teachers will internalize upcoming lessons, analyze student work and assessment data, and plan intentional differentiation, small-group instruction, and extensions to meet the range of student needs while maintaining the rigor of the curriculum.

Strategy's Expected Result/Impact: Consistent implementation of HQIM, supported by collaborative planning and differentiated professional learning, will strengthen Tier 1 mathematics instruction and result in increased student mastery and academic growth.

Staff Responsible for Monitoring: Campus Administration, K-5 Classroom Teachers, Instructional Leadership Team

Title I: 2.5.3

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

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

Formative Reviews

NovemberJanuaryMarchJune

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: Teachers will demonstrate increased preparedness and instructional alignment through consistent lesson internalization, resulting in stronger Tier 1 instruction, intentional differentiation, and increased student mastery and growth.

Staff Responsible for Monitoring: Campus Administration, Team Leads, Classroom Teachers

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

Formative Reviews

NovemberJanuaryMarchJune

Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

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, 7th grade Pre-Algebra, Algebra I and English I.

Strategy's Expected Result/Impact: Teachers will consistently analyze student data through the DDI process to identify misconceptions, plan reteach and extension, and adjust instruction, resulting in increased student mastery, academic growth, and 3rd-grade STAAR performance.

Staff Responsible for Monitoring: Campus Administration, 3rd Grade Teachers

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

Formative Reviews

November

January

March

June

Strategy 5

Participate in the 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: Campus leadership will strengthen instructional leadership practices through targeted coaching and professional learning, resulting in improved support for teachers, stronger implementation of campus instructional priorities, and increased student outcomes.

Staff Responsible for Monitoring: Principal, District Leadership/LIFT Support St

Title I: 2.5.3

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

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

Formative Reviews

November

January

March

June

Strategy 6 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Campus leadership will increase its capacity to analyze accountability and student growth data, identify areas of need, and implement targeted actions, resulting in improved student growth and progress toward campus and state accountability targets.

Staff Responsible for Monitoring: Principal, Campus Administration

Title I: 2.5.3

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

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

Formative Reviews

November

January

March

June

Performance Objective 4

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

Evaluation Data Source: Student participation and engagement data; walkthrough and observation data; student work and performance tasks; Schoology portfolio artifacts; technology integration evidence; Graduate Profile learning experiences and artifacts; documentation of specialized academic programming.

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: Teachers will purposefully integrate technology to enhance, rather than replace, high-quality instruction, resulting in productive screen time, increased student engagement, and meaningful application of learning.

Staff Responsible for Monitoring: Campus Administration, LITE/iTeam, Classroom Teachers

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Strategy 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.

- Teachers will intentionally embed RISD Graduate Profile competencies into daily instruction through meaningful, real-world learning experiences that require students to think, collaborate, communicate, create, and apply their learning. Students will reflect on and demonstrate growth in these competencies through classroom experiences and quarterly Schoology portfolio artifacts.

Strategy's Expected Result/Impact: Students will demonstrate increased ownership and application of learning while developing and providing evidence of growth in RISD Graduate Profile competencies.

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, LITE/iTeam

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

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3

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

Strategy's Expected Result/Impact: Families and community members will increase their awareness of specialized academic programming and student learning outcomes through visible, authentic student artifacts, strengthening engagement and understanding of the learning opportunities available at NLE.

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, LITE

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

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: Student attendance data; participation in college and career exploration experiences; 5th-grade BizTown participation; advanced academic/GT participation data; student Graduate Profile artifacts; documentation of college and career readiness learning experiences.

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 and 7th grade students.
Finance Park to for all 4 High School Business courses in Spring 2027

Strategy's Expected Result/Impact: 100% of 5th-grade students will participate in BizTown and gain increased awareness of career pathways, financial literacy, workplace skills, and the connection between academic learning and future college and career opportunities.

Staff Responsible for Monitoring: Campus Administration, 5th Grade Teachers, Counselor

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

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

Formative Reviews

November

January

March

June

Strategy 2

Campus will monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance rate of 93.78% or higher and reduce chronic absenteeism by 94.28%.

Strategy's Expected Result/Impact: Weekly attendance monitoring and targeted interventions will improve student attendance, reduce chronic absenteeism, and increase instructional time, resulting in a campus-wide attendance rate of at least 93.78% and progress toward the established chronic absenteeism reduction target.

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk, School Counselor, Classroom Teachers

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

March

June

Performance Objective 6 High Priority

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

Evaluation Data Source: MAP Growth and STAAR data; state accountability data; student group performance data; walkthrough and observation data; coaching and professional learning documentation; implementation and progress-monitoring data for campus improvement action steps.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

School Improvement and Title I campuses will engage in targeted instructional and student culture coaching, using feedback and campus data to implement and monitor action steps aligned to District Instructional Priorities.

Strategy's Expected Result/Impact: Targeted coaching and ongoing analysis of campus data will strengthen instructional practices and student culture systems, resulting in consistent implementation of District Instructional Priorities and improved student growth and achievement.

Staff Responsible for Monitoring: Campus Administration, District School Improvement/Coaching Staff, Instructional Leadership Team

Title I: 2.5.3

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

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

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Campus administrators and instructional teams will leverage LIFT Grant and Region 10 coaching support to implement, monitor, and strengthen District Instructional Priorities based on campus and student needs.

Strategy's Expected Result/Impact: Campus leaders and instructional teams will strengthen implementation of District Instructional Priorities through targeted coaching, feedback, and progress monitoring, resulting in improved Tier 1 instruction and increased student growth and achievement.

Title I: 2.5.3

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

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

Formative Reviews

NovemberJanuaryMarchJune

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: Campus partnership records; number of active business and community partners; documentation of student and staff experiences supported by community partners; volunteer and partnership participation data; campus event and outreach documentation.

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: Participation in Principal for a Day will strengthen relationships with business and community partners, increase awareness of campus needs and successes, and create opportunities for partnerships that support student and staff growth..

Staff Responsible for Monitoring: Principal, Campus Administration

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

Formative Reviews

November

January

March

June

Performance Objective 2

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

Evaluation Data Source: ParentSquare contactability and delivery reports; parent/guardian contact information records; message delivery and engagement data; campus communication records; family communication feedback.

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: Families will receive consistent, timely campus information each week, and regular monitoring of delivery reports will identify and address communication gaps, contributing to an increase in family contactability from 96% to 100%.
Staff Responsible for Monitoring: Principal, Principal Designee
ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems
Formative Reviews

November

January

March

June

Strategy 2

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: Families and community members will have increased access to timely information and greater awareness of campus programs, student learning, celebrations, and opportunities for involvement, resulting in increased family and community engagement.

Staff Responsible for Monitoring: Principal, Campus Administration

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

Formative Reviews

November

January

March

June

Performance Objective 3

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

Evaluation Data Source: Parent-teacher conference documentation; student individual growth goals; Schoology student portfolio artifacts; ParentSquare communication records; family engagement and feedback data; documentation of resources provided to families 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: Families will understand their student's individual growth goals, receive ongoing information about progress, and have actionable strategies to support continued academic growth at home.

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

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

Goal 5

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

Performance Objective 1

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

Evaluation Data Source: Campus budget and expenditure reports; purchasing and procurement records; money-handling documentation; required financial training completion records; energy usage and conservation data; district audit and compliance documentation.

Strategy 1

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

Strategy's Expected Result/Impact: Staff will consistently follow district financial procedures for collecting and handling money and ordering and receiving goods, resulting in accurate financial records, increased compliance, and efficient use of campus resources.

Staff Responsible for Monitoring: Principal, Executive Assistant

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

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Campus energy use will be monitored and optimized through collaboration with district departments, resulting in more efficient use of resources and reduced unnecessary energy consumption.

Staff Responsible for Monitoring: Principal, Facility Services, Energy & Sustainability Department

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

Formative Reviews

Performance Objective 2

Provide a safe, comfortable, and well-maintained environment at the NLE campus.

Evaluation Data Source: Campus safety and security records; facility work orders and maintenance records; safety drill documentation; Standard Response Protocol training and implementation records; campus safety inspection data; staff safety training records; documentation of compliance with district and state safety requirements.

Strategy 1

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

Strategy's Expected Result/Impact: Campus staff will consistently implement required procedures related to parental rights, resulting in compliance with district and state requirements and clear, consistent communication with families

Staff Responsible for Monitoring: Principal, Campus Administration

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

Formative Reviews

November

January

March

June

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: Students and staff will demonstrate understanding of Standard Response Protocol procedures and increased preparedness to respond safely and appropriately during campus emergencies.

Staff Responsible for Monitoring: Principal, Campus Administration, School Security Officer

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

Formative Reviews

November

January

March

June

Strategy 3

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

Strategy's Expected Result/Impact: Students and staff will regularly practice and reinforce campus safety procedures, resulting in increased confidence, preparedness, and appropriate responses during emergency situations.

Staff Responsible for Monitoring: Principal, Campus Administration, School Security Officer

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

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 3

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

Evaluation Data Source: Student device inventory and tracking records; technology help-ticket data; digital citizenship completion records; device loss and damage reports; technology access and functionality data; campus technology support documentation.

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: All student devices will be accurately tracked, 100% of students will complete required digital citizenship instruction by the end of the first nine weeks, and technology issues will be addressed efficiently through consistent campus support procedures.

Staff Responsible for Monitoring: Principal, LITE/Campus Technology Representative, Classroom Teachers

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

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: Bond 2025 project timelines and implementation records; campus facility and technology improvement documentation; project completion reports; district Facilities and Bond Department updates; campus communication records regarding Bond 2025 projects.

Strategy 1

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

Strategy's Expected Result/Impact: Bond 2025 projects impacting NLE will be implemented according to district timelines with minimal disruption to campus operations, resulting in successful completion of planned facility, technology, and resource improvements.

Staff Responsible for Monitoring: Principal, District Operations, Facility Services

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

Formative Reviews

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



State Compensatory Education

State Compensatory

Budget for Northlake Elementary

Total SCE Funds: \$3,946.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Student academic boot camps and AVID supplies.