

Richardson Independent School District



Northrich Elementary

Accountability Rating: D

2026-2027 Campus Improvement Plan

Mission Statement

At Northrich we strive to create a safe learning environment that empowers every student to take risks, be creative, find acceptance and GROW!

Vision

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

Value Statement

At Northrich, students strive to demonstrate their B.E.A.R Pride on a daily basis:

Be Responsible, **E**ncourage everyone, **A**lways be Safe, **R**espect everyone and everything

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Comprehensive Needs Assessment

Student Learning

Summary

At Northrich, our commitment to supporting all students in their journey towards growth and achieving high levels of success is unwavering. We recognize that each student is unique, with individual learning needs and potential. To effectively cater to these diverse needs, we employ a comprehensive approach that utilizes multiple data points. This allows us to gain a holistic understanding of each student's academic progress and areas requiring additional support.

By analyzing a variety of data sources, we can tailor our educational strategies to better support student growth. This data-driven approach ensures that we are not only addressing the immediate learning needs of our students but also setting them on a path towards long-term academic success. Our goal is to create an environment where every student feels supported and empowered to reach their full potential.

In our pursuit of excellence, we are committed to continuously refining our methods and strategies. By staying informed and responsive to the data we collect, we can make informed decisions that enhance the educational experience for all students. This commitment to data-informed decision-making is a cornerstone of our educational philosophy at Northrich, ensuring that we remain at the forefront of educational excellence.

Strengths

Northrich students demonstrate the capacity to make meaningful academic growth when provided with targeted, standards-aligned instruction and appropriate supports. The campus has opportunities to build on this strength by continuing to use student data to identify needs and adjust instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Student achievement in Reading and Mathematics is not yet at the level needed to ensure all students are meeting or exceeding grade-level expectations, with particular need for improvement in foundational skills, grade-level standards, and application of learning.	Inconsistent implementation of rigorous, standards-aligned Tier 1 instruction and varying levels of student mastery require stronger use of data to identify gaps, plan targeted instruction, and monitor student response.
2 Achievement and growth gaps persist among identified student groups, indicating that some students are not consistently receiving the targeted support needed to accelerate their learning.	Student data is not yet consistently disaggregated and translated into specific instructional and intervention responses for identified student groups.
3 Students receiving intervention and extended learning opportunities do not consistently demonstrate the expected rate of academic growth.	Intervention is not yet consistently matched to specific skill deficits with clearly defined progress-monitoring measures and timely adjustments based on student response.

★ = Priority

School Processes & Programs

Summary

Northrich 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.

Northrich 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
- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- Multilingual Services
- Pre-K services
- Response to Intervention
- Special Education Services
- Student Services

Strengths

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

Our schedule offer opportunities for teachers and staff to work collaboratively to meet the needs of students

Our campus culture supports a positive learning environment where students academic as well as social and emotional needs are met.

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.

Our campus 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.

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 academic needs so all students can grow and achieve success.	Students with varying needs require additional supports and interventions to show growth and achieve success.

★ = Priority

Perceptions

Summary

Northrich is committed to providing a supportive, collaborative and invested culture among students, staff, families and community. We encourage stakeholder involvement and feedback and offer various ways for the family and community to support as a volunteer, member of our site-based campus committee, and PTA.

Strengths

Northrich teachers understand their role in implementing our school's key actions. Our campus bases its action on the core beliefs of the district.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Not all demographic populations have achieved their full potential academically.	A combination of the new STAAR platform and STAAR testing metrics as utilized by TEA.

★ = Priority



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: State Test and National standardized assessments, district interim test, attendance reports and behavior logs.

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: 100% of students will set an academic growth goal and a Graduate Profile/life-ready goal and demonstrate progress toward both goals through quarterly evidence and reflection.

Staff Responsible for Monitoring: Administrators, Specialists, Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Entering student goals through schoology with monthly check ins with students.	Teacher/ Staff	All Year	

TEA Priorities: Build a foundation of reading and math

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

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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: Improved student performance, targeted intervention from teachers based on results.

Staff Responsible for Monitoring: Administrators, Specialists, Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers will administer reading and math MAP test to students, ensuring they capture students who are absent the first day of testing.	Teachers and Leadership Team	September, January, May	

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

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

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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.

Strategy's Expected Result/Impact: 100% of students will use Schoology to set and monitor academic growth and Graduate Profile goals, with four artifacts added to their Schoology Portfolio--one per quarter--to demonstrate progress toward their goals.

Staff Responsible for Monitoring: All professional staff

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1		All Professional Staff	All Year	

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Performance Objective 2

100% of staff will meet North Star Goal expectations

Strategy 1

All staff will set personal growth goals using district identified priority TTESS dimensions and submit evidence at middle and end of year conferences.

Strategy's Expected Result/Impact: All professional staff will set personal goals using district identified priority TTESS dimensions and submit evidence at middle and end of year conferences.

Staff Responsible for Monitoring: Administrators, all professional staff, and counselor

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.

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Administrators

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Strategy 3

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

Strategy's Expected Result/Impact: Staff will routinely update professional portfolios and use schoology goal evidence to reflect on progress and adjust instructional practices every 9 weeks.

Staff Responsible for Monitoring: Administration
Staff

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

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

Evaluation Data Source: Office Discipline Referrals, MTSS Intervention progress-monitoring, climate survey responses to track the effectiveness of supports

Strategy 1

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan.

Add strategy(s) on what this will look like.

Strategy's Expected Result/Impact: Fewer discipline referrals, Teachers improved Domain 3 Class Climate and Culture, Student understand and following school-wide expectations.

Staff Responsible for Monitoring: Adminstrators, Specialist, PBIS Team

Formative Reviews

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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: Decrease discipline referrals, teachers increase rating in Domain 3 Class Climate and Culture, Student understanding of school wide rules and expectations

Staff Responsible for Monitoring: Administrators, Specialist, PBIS Team

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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: A new Code of Civility will help create more clear behavioral expectations establish a more positive campus climate. This will increase more respectful student contributions and a decrease in behavior discipline.

Staff Responsible for Monitoring: All staff.

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Performance Objective 4

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

Evaluation Data Source: Tier 2 & 3 monitoring charts, MTSS monthly meetings, assessments, student academic progress across tiers

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: Implement enhanced tiered support system to increase academic growth and increase targeted intervention success for at-risk students, this will increase STAAR passing rates and closed achievement gaps

Staff Responsible for Monitoring: Administrators, Coaches, Teacher Staff

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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: Increased student performance and growth in math and reading.

Staff Responsible for Monitoring: Administrators, Leadership Team, Teaching Staff

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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: Increased student performance and growth in math and reading.

Staff Responsible for Monitoring: Administrators, Leadership Team, Teacher Staff

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Strategy 4

Strategically utilize Title 1 funds to provide differentiated support and opportunities for students close the opportunity gap

Strategy's Expected Result/Impact: Title 1 Evaluation from parents, review of measurements selected to access success of the Title 1 program

Staff Responsible for Monitoring: Administrators, Title 1 Representative

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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: Student social-emotional learning, Lesson from Counselor, Character Education Lessons, School Climate survey results.

Strategy 1

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

Strategy's Expected Result/Impact: Campus counselors will teach mandated directed services and programs for students, which will lead to improved academic, social-emotional, and mental health support which will increase student engagement.

Staff Responsible for Monitoring: Administrators and counselors

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Strategy 2

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

Strategy's Expected Result/Impact: Integrate project wisdom in social studies classes and focus on core character traits. This will foster a more respectful campus environment and improve overall students behavior outcomes.

Staff Responsible for Monitoring: Administrators, Counselors, and social studies teachers.

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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: Educate campus staff on Safer Minds, Safer Schools training which will increase early identification of student mental health needs, leading to more timely interventions, improved behavior support, and more supportive environments in the classes and school.

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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: School health clinic visit logs, physical fitness assessment data, student and staff data survey.

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: Staff will be prepared to respond to emergencies in a timely manner.

Staff Responsible for Monitoring: Nurse, Emergency Response Team

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Strategy 2

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

Strategy's Expected Result/Impact: Delivery evidence-based prevention lessons for 6th graders which will increase students awareness of substances, which will lead to a reduced rate of use and healthier choices.

Staff Responsible for Monitoring: Adminstrators, counselors, 6th grade teachers

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Strategy 3

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

Strategy's Expected Result/Impact: Staff will be prepared for respond to emergencies quickly.

Staff Responsible for Monitoring: Campus nurse, Emergency Response Team

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Strategy 4

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

Strategy's Expected Result/Impact: Create a Campus Thread Assessment Team in accordance with Texas Education Code 37.115 which will create a proactive approach to identifying safety risk, resulting in a safer school environment.

Staff Responsible for Monitoring: Administrators, counselors, and campus threat team

Formative Reviews

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Strategy 5

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

Strategy's Expected Result/Impact: Deliver Sandy Hook Promise's suicide prevention curriculum to students in grade 6. This will equip them with the warning signs to seek immediate help, which will result in more peer referrals and early interventions for mental health crisis.

Staff Responsible for Monitoring: Administrators and counselors.

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Strategy 6

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

Strategy's Expected Result/Impact: Create a positive for a dedicated transition case manager to provide targeted wraparound services which will create a smooth entry and exit for DAEP students, resulting in improved rates of continuation with academics, and long-term behavior success.

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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.

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 ongoing, professional learning, coaching, and feedback, resulting in more consistent implementation of high-quality Tier 1 instruction and increased student growth and achievement.

Staff Responsible for Monitoring: All staff

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

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

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Strategy 2

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

Strategy's Expected Result/Impact: Teachers will strengthen their understanding and implementation of the Learner Growth Experience, resulting in more consistent instructional practices and increased student engagement, ownership, and academic growth.

Staff Responsible for Monitoring: All staff

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

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

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: New hire data, staff climate surveys

Strategy 1

Preparing and Retaining Educators through Partnerships (PREP) state grant campuses (Heights, Northrich, Richland) will implement an enhanced mentoring framework that includes mentor training, coaching cycles, and structured support to improve teacher effectiveness and retention.

Strategy's Expected Result/Impact: Teachers will receive consistent mentoring, coaching, and support that strengthens instructional effectiveness, builds confidence, and improves teacher retention.

Staff Responsible for Monitoring: Admin, mentors, mentees

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

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: Staff feedback will inform targeted improvements to school culture, workload, and instructional support, strengthening staff satisfaction, engagement, and retention.

Staff Responsible for Monitoring: all staff

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 3

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

Strategy's Expected Result/Impact: Use climate survey feedback to implement targeted improvements that strengthen staff culture, engagement, and satisfaction, contributing to improved survey results and teacher retention.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

Develop and implement a performance management system on campus.

Strategy 1

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

Strategy's Expected Result/Impact: Employees will receive timely, targeted feedback and support that strengthens instructional effectiveness, promotes continuous professional growth, and improves student outcomes.

Staff Responsible for Monitoring: Admin

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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 HB3 Goal

Ensure high quality Tier 1 instruction in early childhood classrooms.

Strategy 1

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

Strategy's Expected Result/Impact: Students will receive targeted, differentiated instruction in small groups, strengthening foundational skills, increasing engagement, and supporting academic growth.

Staff Responsible for Monitoring: Administration, All Staff

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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: Improved instructional practices and a 4% annual increase in CLI Engage letter recognition and numeracy scores.

Staff Responsible for Monitoring: Administrators

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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: Strengthening foundational reading skills and supporting improved literacy outcomes in PK-2.

Staff Responsible for Monitoring: Administration

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Strategy 4

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

Strategy's Expected Result/Impact: Building a solid foundation for future mathematical learning and achievement.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

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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.

Strategy 1

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

Strategy's Expected Result/Impact: Increased language acquisition, improved access to grade-level instruction, and stronger academic growth.

Staff Responsible for Monitoring: Admin

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

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Strategy 2

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

Strategy's Expected Result/Impact: Improved reading and math fluency, comprehension, and automaticity.

Staff Responsible for Monitoring: Administrators, ILT, staff

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

Formative Reviews

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Strategy 3

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

Strategy's Expected Result/Impact: Targeted support and improved outcomes for students receiving special education services.

Staff Responsible for Monitoring: Admin, SPED staff, teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4

Teachers will implement differentiated instructional strategies to ensure high-ability learners demonstrate continuous academic growth.

Strategy's Expected Result/Impact: Increased proportion of GT students achieving "Masters Grade Level" on state assessments, improved performance on advanced measures, and documented growth on local progress monitoring assessments.

Staff Responsible for Monitoring: Campus Administrators, Advanced Academics/G&T Specialist, Advanced Learning Teacher (ALT), Classroom Teachers

Formative Reviews

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Strategy 5

Strengthen progress monitoring for students receiving special education services through consistent use of IEP goals, Data Dashboard data, classroom assessments, and student work to identify needs and adjust instruction.

Strategy's Expected Result/Impact: Students receiving special education services will receive timely, data-driven instruction and intervention aligned to their IEP goals, resulting in increased progress toward academic and accountability targets.

Staff Responsible for Monitoring: Admin, SPED Staff, gen ed staff

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Performance Objective 3 High Priority

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

Strategy 1

The percent of students in 3rd grade who score at the meets level or above on STAAR Reading will increase from 49% to 60% by June 2027. The percent of students in 3rd grade who score at the meets level or above on STAAR Math will increase from 42% to 55% by June 2027.

Strategy's Expected Result/Impact: Achievement of Board outcome goals (60% Reading / 55% Math) on 3rd-grade STAAR assessments, driving higher Domain 1 student achievement and state accountability ratings.

Staff Responsible for Monitoring: Administration Staff

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: Strengthened teacher capacity to deliver HQIM math instruction with fidelity, resulting in increased student concept mastery, higher math automaticity, and improved student achievement toward targets.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

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Strategy 3

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

Strategy's Expected Result/Impact: Increased instructional alignment and teacher capacity through weekly PLC collaboration and lesson internalization, resulting in high-fidelity HQIM delivery, deeper coverage of grade-level standards, and accelerated student growth on district and state assessments.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

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Strategy 4

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

Strategy's Expected Result/Impact: Consistent implementation of weekly data meetings and interim assessment analysis, resulting in proactive Tier 1 and Tier 2 instruction, accelerated student growth, and increased proficiency on 3rd-grade STAAR Reading and Math.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

TEA Priorities: Improve low-performing schools

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

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Strategy 5

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

Strategy's Expected Result/Impact: Strengthened administrative leadership skills and data-driven decision-making, resulting in enhanced instructional support for teachers, closed achievement gaps, and overall elevated campus performance.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

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Strategy 6

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

Strategy's Expected Result/Impact: Improved campus data literacy and growth tracking, resulting in targeted subgroup intervention, closed performance gaps, and higher state accountability ratings.

Staff Responsible for Monitoring: Area Superintendent
Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Performance Objective 4 High Priority

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

Strategy 1

Admin and LAT will monitor Summit K-12 usage and progress of students. We will meet weekly during PLC to determine needs, best practices and supports for teachers and students not progressing.

Strategy's Expected Result/Impact: Increase in student performance; Increase in teacher proficiency of ESL content model and Elevation strategies.

Staff Responsible for Monitoring: Administration
Staff

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: Teachers will create purposeful learning experiences for students

Staff Responsible for Monitoring: Campus Admin

TEA Priorities: Improve low-performing schools

ESF Levers: 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.

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Performance Objective 5

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

Strategy 1

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

Staff Responsible for Monitoring: Administration
ILT

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Strategy 2

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

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Strategy 3

Campus will monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance rate of 94.57% or higher and reduce chronic absenteeism by 4%.

Strategy's Expected Result/Impact: Students will come to school each day.

TEA Priorities: Improve low-performing schools

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

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Performance Objective 6

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

Strategy 1

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: Improved instructional quality and positive campus culture through targeted coaching, resulting in accelerated student achievement and narrowed achievement gaps.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

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Strategy 2

Participate in the 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: Improved teacher instructional quality and leadership capacity via LIFT and Region 10 coaching, driving accelerated student achievement across campus priority areas.

Staff Responsible for Monitoring: Area Superintendent
Administration

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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.

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: Northrich will establish and strengthen relationships with business and community partners, resulting in increased opportunities for student support, enrichment, mentorship, and campus resources aligned to the North Star Goal.

Staff Responsible for Monitoring: Admin and "principal for the day"

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

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

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: Increased percentage of families receiving and accessing weekly campus communications, resulting in improved parent awareness of campus events, academic priorities, available resources, and opportunities to support student success.

Staff Responsible for Monitoring: All staff

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, 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: Increased parent and community engagement, as evidenced by greater participation in campus events, volunteer opportunities, and partnerships, as well as increased awareness of campus accomplishments, priorities, and opportunities to support student success.

Staff Responsible for Monitoring: All staff

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

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Performance Objective 3

Ensure 100% of parents know their students' individual growth goal and are equipped to support growth 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: Increased parent awareness and engagement with student growth targets and progress, with families equipped to implement aligned home-support strategies that reinforce classroom instruction and contribute to improved student academic growth.

Staff Responsible for Monitoring: All staff

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

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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: Monthly budgeting analyses , operational expenditure reviews, purchasing and resource allocation logs

Strategy 1

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

Strategy's Expected Result/Impact: Ensure expenditures support student outcomes and teacher morale.

Staff Responsible for Monitoring: Administrators, executive assistant

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

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Strategy 2

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

Strategy's Expected Result/Impact: Reduction in utility compenstation and operational waste, resulting in lowered energy cost.

Staff Responsible for Monitoring: Administrators, all staff

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

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Performance Objective 2

Provide a safe, comfortable, and well-maintained environment at Northrich

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

Strategy 1

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

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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: Increase proficiency in security.

Staff Responsible for Monitoring: All staff.

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: Ensure students and staff are aware and able to increase proficiency in crisis response.

Staff Responsible for Monitoring: Administration, staff and students

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

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Performance Objective 3

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

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

Strategy 1

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

Strategy's Expected Result/Impact: Fostering safe online behavior, and minimizing instructional disruptions caused by technology issues.

Staff Responsible for Monitoring: iTeam, administrators, LITE and district tech

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 4: Academic Experience: High Quality Instructional Materials

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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: Coordination will ensure seamless resource and technology upgrades with little disruption to classroom instruction

Staff Responsible for Monitoring: Admin

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