

Richardson Independent School District



Northwood Hills Elementary

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Northwood Hills is that we will create a positive environment that encourages kindness, independence and curiosity to inspire life-long learners within a diverse community in an ever changing world

Vision

Every student, teacher, and leader will meet or exceed their academic growth goals.

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

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Comprehensive Needs Assessment

Demographics

Summary

Campus Overview & Demographics (P, PP)

- **School Context:** Northwood Hills Elementary (Richardson ISD) serves a highly diverse student population with a 77.1% Economically Disadvantaged rate.
- **Student Race/Ethnicity Breakdown:**
 - **Hispanic:** 74% (503 / 679 STAAR test takers)
 - **African American:** 11.3% (77 / 679)
 - **White:** 9.4% (64 / 679)
 - **Two or More Races:** 3.4% (23 / 679)
 - **Asian:** 1.5% (10 / 679)
 - **American Indian:** <1% (2 / 679)
- **Special Populations Served:**
 - **Emergent Bilinguals / English Learners:** 51.8% of test takers (352 / 679)
 - **High Focus Population:** 85.7% of test takers (582 / 679)

Strengths

The demographics of Northwood Hills are very similar to the demographics of the state of Texas. We pride ourselves in being representative of the real world. We are focused on teaching students skills that will prepare them to be successful academically as well as socially. We encourage all families to be an active participant in their child's education by creating a warm, welcoming environment where everyone is seen, valued, and heard.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Overall family participation at campus academic and educational events such as Parent Education and Curriculum Nights--remains below targeted campus expectations, with disproportionately low attendance among Spanish-speaking and linguistically diverse families	Campus communication relies on limited promotional channels rather than multi-platform outreach (e.g., ParentSquare), and lacks real-time Spanish interpretation by bilingual staff to fully engage non-English-speaking families during school-wide events.
2	Academic performance data indicate a persistent achievement gap on STAAR Reading and Math assessments between specialized student groups, specifically Emergent Bilinguals (32.2% of enrollment) and Economically Disadvantaged students (65.7% of enrollment), and their grade-level peers.	Tier 1 core instruction and small-group intervention blocks lack systematic, embedded linguistic supports (such as ELLevation strategies) and targeted differentiated scaffolds necessary to meet the needs of a diverse student population with a high concentration of At-Risk learners (61.8%).

 = Priority

Student Achievement

Summary

Academic Performance & STAAR Accountability

- **A-F Ratings (2025–2026):**
 - **Domain 1 (Student Achievement):** Raw score of 41 | Scaled Score of 70 | **Grade: C**
 - **Domain 2 (School Progress):**
 - *Part A (Academic Growth):* Raw score of 61 | Scaled Score of 68 | **Grade: D**
 - *Part B (Relative Performance):* Raw score of 74 | Scaled Score of 74 | **Grade: C**
 - **Domain 3 (Closing the Gaps):** Raw score of 41 | Scaled Score of 73 | **Grade: C**
- **Subject Performance Breakdown (STAAR 2026):**
 - **Reading:** 67% Approaches | 43% Meets | 19% Masters
 - **Mathematics:** 65% Approaches | 36% Meets | 16% Masters
 - **Science:** 62% Approaches | 39% Meets | 15% Masters
 - **Overall Performance:** 66% Approaches | 39% Meets | 17% Masters across all subjects

Strengths

Processes, Programs & MTSS Impact

- **Multi-Tiered System of Supports (MTSS) Growth:**
 - **Reading Interventions:** Tier 3 students decreased from 121 (BOY) by moving 26 to Tier 2 and 23 to Tier 1. Overall T2/T3 intervention needs fell from **66% to 45%**.
 - **Math Interventions:** Tier 3 students decreased from 84 (BOY) by moving 31 to Tier 2 and 29 to Tier 1. Overall T2/T3 intervention needs fell from **69% to 43%**.
- **MAP Growth Centiles:**
 - **Math:** Increased from 47th to 55th percentile.
 - **Reading:** Increased from 46th to 47th percentile.
 - **Spanish Reading:** Increased from 43rd to 51st percentile.
- **Language Proficiency Growth (TELPAS):**
 - **2nd Grade:** Advanced/Advanced High increased from 12.5% to 14.63%.
 - **3rd Grade:** Advanced/Advanced High increased from 25.64% to 34.62%.
 - **4th Grade:** Advanced/Advanced High increased from 32.35% to 42.23%.
 - **5th Grade Area of Concern:** Advanced/Advanced High decreased from 50.22% to 30.56%.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Academic Growth & Performance Gaps in Domain 2A Overall student academic growth across Reading and Math is insufficient to meet state progress measures, driven primarily by underperformance among Hispanic (74% of test takers) and High Focus student groups.	Tier 1 Differentiated Instruction: Core Tier 1 instruction has not consistently integrated ELPS strategies or scaffolded grade-level rigor to support language acquisition alongside content mastery for Emergent Bilinguals[cite: 3, 6]. Intervention Alignment: Tier 2 and Tier 3 interventions successfully moved students out of Tier 3, but failed to systematically push students in "Low Approaches" or
2	Only 34% of Emergent Bilingual (EB) students grew at least one proficiency level or achieved Advanced High on the TELPAS assessment during the previous school year. This performance must increase to at least 40% to meet district and state progress targets.	Academic Language Supports: Inconsistent implementation of structured linguistic accommodations (specifically academic writing and domain-specific vocabulary instruction) Targeted TELPAS Domain Practice: Insufficient emphasis on year-long speaking and writing opportunities designed to elevate students from "Advanced" to "Advanced High" in daily content delivery.

 = Priority

School Culture and Climate

Summary

End-of-Year survey data indicates strong alignment and high overall satisfaction across staff and parent communities. 100% of staff agree or strongly agree that leadership supports them, policies are clearly communicated, and the campus fosters a positive, inclusive culture. Additionally, 100% of teachers would recommend the school as a place to work. Similarly, 100% of surveyed parents feel welcome with opportunities to be involved, and 100% report that their child has a supportive connection with an adult at school. Key areas for improvement include staff input in decision-making and parent-school communication practices.

Strengths

- **Staff Advocacy and Leadership Support:** 100% of teachers agree or strongly agree that they feel supported by leadership, receive regular job performance feedback, and would recommend the school as a workplace.
- **Parent Engagement and Belonging:** 100% of parents agree or strongly agree that they feel welcome with meaningful opportunities for involvement, and that their child has a supportive relationship with at least one adult at school.
- **Safe and Inclusive Environment:** 100% of staff report a positive and inclusive culture for staff and students, while 93% of parents feel their child is safe and enjoys attending school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1 20% of staff report dissatisfaction with decision-making input, while 18% of parents report dissatisfaction with home-school communication.	Campus communication channels primarily rely on one-way administrative updates rather than structured two-way feedback systems for staff decision-making and consistent family outreach.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Northwood Hills Elementary maintains a highly supportive, high-trust professional culture paired with an active instructional coaching model. Campus leadership increased real-time observation and feedback walkthroughs by 68.4% (from 98 in 2024–2025 to 165 in 2025–2026). This increase in coaching visibility directly paralleled strong staff morale, with 100% of staff responding "strongly agree" on the EOY Climate Survey regarding feeling respected and valued by campus leadership and peers.

Strengths

- **Instructional Coaching Volume:** Conducted 165 real-time feedback walkthroughs in 2025–2026—a 68.4% increase over the previous year—establishing a strong culture of visible leadership.
- **Positive School Culture:** Achieved 100% "strongly agree" responses on the EOY Climate Survey for staff feeling respected and valued by administration and colleagues.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Increased walkthroughs and high staff morale have not yet produced consistent academic growth across key student subgroups, particularly Emergent Bilinguals and High Focus students.	Observation and feedback cycles prioritized general Tier 1 classroom management and implementation over monitoring specific linguistic scaffolds (ELPS) and targeted interventions for special populations.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Northwood Hills Elementary demonstrated measurable academic progress in 2025–2026 driven by an effective Multi-Tiered System of Supports (MTSS) and targeted language acquisition practices. Tier 2 and Tier 3 intervention needs decreased significantly in both Reading (from 66% to 45%) and Math (from 69% to 43%). MAP national achievement percentiles rose across Math, Reading, and Spanish Reading. Additionally, TELPAS language proficiency metrics improved in grades 2–4, though 5th-grade Advanced/Advanced High performance declined.

Strengths

- **MTSS Intervention Efficiency:** Reduced Tier 3 Reading populations by 49 students (moving 26 to T2 and 23 to T1) and Tier 3 Math populations by 60 students (moving 31 to T2 and 29 to T1).
- **MAP Achievement Gains:** Increased national percentile rank in Math (47th to 55th), Spanish Reading (43rd to 51st), and Reading (46th to 47th).
- **Language Growth:** Raised TELPAS Advanced/Advanced High rates in 2nd grade (12.5% to 14.63%), 3rd grade (25.64% to 34.62%), and 4th grade (32.35% to 42.23%).

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1 The percentage of Emergent Bilingual students making annual growth on TELPAS needs to increase from 35% to 40% to close performance gaps and support linguistic progress campus-wide.	Tier 1 content instruction lacks consistent, structured ELPS integration--specifically advanced academic writing and speaking scaffolds--limiting Emergent Bilinguals from demonstrating annual language growth across content areas.

 = Priority

Family and Community Engagement

Summary

Northwood Hills Elementary maintains a welcoming campus culture with strong baseline parent satisfaction. EOY parent survey results show that 100% of respondents feel welcome at school, have opportunities to be involved, and report that their child has a supportive adult connection. Additionally, 83% of parents agree that their child has shown academic and personal growth. However, campus survey participation remains low relative to total enrollment, highlighting a critical need to systematically engage Hispanic families (74% of enrollment) and economically disadvantaged families (77.1%) as active decision-making partners.

Strengths

- **Welcoming Environment:** 100% of surveyed parents report feeling welcome with meaningful opportunities to be involved in the school.
- **Positive Student Relationships:** 100% of parents state their child has a supportive relationship or meaningful connection with at least one adult on campus.
- **Safety and Connection:** 93% of parents report that their child feels safe at school and enjoys attending.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 Family engagement efforts currently lack proportional representation, creating a critical need to increase active participation and two-way communication among Hispanic families (74% of students) and economically disadvantaged families (77.1% of students).	Engagement opportunities and family outreach lack flexible scheduling, translated target formats, and targeted community partnerships designed to remove participation barriers for low-SES and non-English-speaking households.

 = 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 High Priority HB3 Goal

100% of students will meet or exceed their individual growth goals as measured by NWEA MAP Growth Assessments

Evaluation Data Source: MAP Growth Reports (BOY/MOY/EOY), Schoology Portfolio Completion Reports, STAAR Growth Measures.

Strategy 1 Targeted Support Strategy

All students will identify a student achievement growth (MAP data) goal and a graduate profile (life-ready) goal and submit quarterly evidence of progress toward those goals using digital growth goal portfolios in Seesaw (PK-2) and Schoology (3-6)

Strategy's Expected Result/Impact: Increased student agency, goal ownership, and continuous academic progress throughout the school year.

Staff Responsible for Monitoring: Classroom Teachers, Principals, Counselors, Academic Success Coaches.

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

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

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Strategy 2

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

Strategy's Expected Result/Impact: Accurate baseline and growth data to drive differentiated instruction and timely academic interventions.

Staff Responsible for Monitoring: Campus Testing Coordinator, Academic Success Coaches, Principal

Title I: 2.5.2

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

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Performance Objective 2 High Priority HB3 Goal

100% of staff will meet North Star Goal expectations.

Evaluation Data Source: T-TESS Appraisals, Schoology Staff Portfolio Completion Data, PLC Minutes/Artifacts.

Strategy 1

All staff will set personal growth goals using T-TESS dimensions and utilize Schoology to set and track goals with four quarterly artifacts.

Strategy's Expected Result/Impact: Continuous professional development aligned with campus priorities and enhanced instructional practices. Staff Responsible:

Staff Responsible for Monitoring: Campus Administrators, Academic Success Coaches

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

Provide designated collaborative time during vertical team meetings/PD days to update portfolios and analyze peer evidence.

Strategy's Expected Result/Impact: Stronger professional learning communities (PLCs), peer collaboration, and reflective instructional practices.

Staff Responsible for Monitoring: Campus Administration, Instructional Leadership Team (ILT), Academic Success Coaches, Grade Level Leads.

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Performance Objective 3 **High Priority** **HB3 Goal**

Implement MTSS to identify and support behavioral needs of students.

Evaluation Data Source: Campus Discipline Reports/PEIMS Discipline Data, MTSS Intervention Minutes/Logs, Climate Survey

Strategy 1 **Targeted Support Strategy**

Implement clear Tier I campus behavior expectations and a discipline management plan utilizing Capturing Kids' Hearts Processes and Emergent Tree Core Values

Strategy's Expected Result/Impact: Expected Result/Impact: Reduction in Tier 1 discipline referrals and a more positive, predictable learning environment.

Staff Responsible for Monitoring: Administration, Dean of Students, Campus Culture Team, Classroom Teachers

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2 **Targeted Support Strategy**

Utilize MTSS Behavior Team to regularly review Tier 2 students and implement research-based interventions to ensure a 15% reduction in behavioral interventions through timely, high-leverage Tier 2 and Tier 3 targeted strategies.

Strategy's Expected Result/Impact: Targeted behavioral intervention resulting in improved classroom conduct and reduced Tier 2/3 behavioral escalations.

Staff Responsible for Monitoring: MTSS Behavior Team, Counselors, Dean of Students, Campus Administration

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 3

Implement a comprehensive refresh of the Code of Civility & Capturing Kids' Hearts processes through consistent visual messaging and communication.

Strategy's Expected Result/Impact: High campus-wide awareness of behavior standards and an improved campus climate.

Staff Responsible for Monitoring: Campus Student Culture Team, Dean of Students, Administration, Counselors

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4 High Priority HB3 Goal

Implement MTSS to identify and support academic needs of students

Evaluation Data Source: Branching Minds Logs, STAAR Data, MAP Diagnostics, At-Risk Student Progress Reports

Strategy 1 Targeted Support Strategy Results Driven Accountability

Strengthen Tiered Systems of Support (MTSS) to ensure that 80% or more of identified at-risk students demonstrate measurable academic growth through timely, high-leverage Tier 2 and Tier 3 targeted strategies.

Strategy's Expected Result/Impact: Narrowed achievement gaps and improved academic growth for specialized student populations.

Staff Responsible for Monitoring: MTSS Coordinator, Classroom Teachers, STEM Specialist, Language Acquisition Teacher, Academic Success Coaches, Bilingual Interventionist, Special Education Teachers, Campus Administration

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy

Students needing accelerated learning will be identified and provided with targeted interventions using High-Quality Instructional Materials (HQIM), with student progress consistently monitored in Branching Minds to ensure at least 80% achieve their designated growth targets.

Strategy's Expected Result/Impact: High-fidelity intervention tracking and improved mastery of core TEKS standards.

Staff Responsible for Monitoring: MTSS Coordinator, Classroom Teachers, STEM Specialist, Language Acquisition Teacher, Academic Success Coaches, Bilingual Interventionist, Special Education Teachers, Campus Administration

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 3 Targeted Support Strategy

Conduct regular data reviews in Branching Minds to monitor student attendance, behavior, and reading/math performance, ensuring targeted early interventions that keep students on track for grade-level promotion.

Strategy's Expected Result/Impact: Early identification of academic risk factors leading to timely, data-backed interventions. **Staff Responsible:**

Staff Responsible for Monitoring: MTSS Team, Classroom Teachers, Campus Administrators, Counselors, Student Data Specialist

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5

Strengthen Comprehensive Counseling, Trauma-Informed Care, and Character Education.

Strategy 1

Ensure campus counselors will spend at least 80% of their total work time implementing direct and indirect student services as mandated by TEC SS33.006--including guidance curriculum, responsive services, individual planning, and system support--to enhance student mental health, academic success, and college/career readiness.

Strategy's Expected Result/Impact: Increased direct mental health and social-emotional support for students

Staff Responsible for Monitoring: Campus Counselors, Dean of Students, Campus Administrators

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Implement the monthly Capturing Kids' Hearts (CKH) Leadworthy Character Traits Curriculum to cultivate social-emotional growth, student leadership, and positive behavior, resulting in a 15% decrease in campus discipline referrals.

Strategy's Expected Result/Impact: Enhanced character development, reduced bullying, and positive decision-making skills.

Staff Responsible for Monitoring: Social Studies Teachers, Campus Counselors, Dean of Students, Campus Administrators

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 6

Ensure student health and wellness

Strategy 1

Implement Too Good for Drugs curriculum for 4th and 5th graders as well as Catch My Breath and Stanford REACH Lab lessons with 6th graders

Strategy's Expected Result/Impact: Increased student awareness of substance risks and improved peer-refusal skills.

Staff Responsible for Monitoring: Counselors, PE Teachers/Health Staff.

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Implement the "Sandy Hook Promise" suicide prevention program with all 6th graders to equip students with the skills to recognize warning signs of self-harm and seek immediate assistance from trusted adults.

Strategy's Expected Result/Impact: Empathetic school culture with higher rates of peer reporting for students in crisis.

Staff Responsible for Monitoring: Campus Counselors, Classroom Teachers, Dean of Students, Campus Administrators

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Emergency Response Team (ERT) will conduct all mandatory campus crisis protocols--including a Fall tabletop discussion exercise and a February AED response drill to ensure rapid, coordinated emergency preparedness and compliance with safety standards.

Strategy's Expected Result/Impact: Enhanced emergency preparedness and rapid staff response times during medical events.

Staff Responsible for Monitoring: Emergency Response Team Lead, Campus Nurse, Campus Administrators.

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

Ensure campus safety and state compliance by establishing a trained Safe and Supportive School Program (SSSP) Threat Assessment Team that completes all required TEC SS37.115 training and implements standardized behavioral risk assessment protocols.

Strategy's Expected Result/Impact: Early identification and mitigation of potential campus security risks.

Staff Responsible for Monitoring: Campus Threat Assessment Team, Campus Administrators, Security Officer, Dean of Students, Campus Counselors

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

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

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Strategy 5

Implement a targeted DAEP transition framework led by a designated Campus Case Manager to deliver comprehensive wraparound services, monitor student progress, and ensure a seamless re-entry process for all returning students.

Strategy's Expected Result/Impact: Reduced DAEP recidivism rates and smoother re-engagement into the home campus environment.

Staff Responsible for Monitoring: Dean of Students, Campus Counselors, Assistant Principals.

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

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Goal 2

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

Performance Objective 1 High Priority HB3 Goal

Provide aligned professional learning opportunities to support teachers' action steps

Evaluation Data Source: PD Surveys, Coaching Logs, Walkthrough Data, T-TESS Scores.

Strategy 1 Targeted Support Strategy

Ongoing job-embedded PD aligned to campus instructional priorities, monitored via coaching cycles and walks.

Strategy's Expected Result/Impact: Higher fidelity of instructional priority execution and improved classroom management/learning outcomes.

Staff Responsible for Monitoring: Campus Administrators, Academic Success Coaches, STEM Specialist, Language Acquisition Teacher

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

Increase the implementation of student-centered instructional strategies by training 100% of teaching staff on the Learner Growth Experience during campus professional development days.

Strategy's Expected Result/Impact: Consistent employment of student-centered learning practices across all classrooms.

Staff Responsible for Monitoring: Instructional Leadership Team, Campus Administrators, Academic Success Coaches

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 High Priority

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: Campus Retention Rates, Exit Survey Data, Climate Survey Results

Strategy 1

Implement enhanced mentoring framework for PREP grant campuses.

Strategy's Expected Result/Impact: Accelerated novice teacher growth and reduced first-to-third-year teacher turnover.

Staff Responsible for Monitoring: Mentor Lead Teacher, Campus Administration, Academic Success Coaches, Grade Level Leads.

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 2

Conduct exit surveys and stay interviews to refine school culture, workload, and support.

Strategy's Expected Result/Impact: Actionable feedback leading to targeted operational improvements and increased staff satisfaction.Staff Responsible: Principal, Assistant Principals.

Staff Responsible for Monitoring: Campus Administrators

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 3

Create a campus team to address low-scoring areas on the climate survey.

Strategy's Expected Result/Impact: Improved morale, heightened sense of teacher efficacy, and elevated retention rates.

Staff Responsible for Monitoring: Campus Administrators, Principal Advisory Committee

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

Develop and implement a performance management system.

Evaluation Data Source: Appraisers' Observation Logs, Timely Feedback Records, T-TESS End-of-Year Summary

Strategy 1

Drive student achievement and positive behavior by delivering targeted, bi-weekly coaching cycles that build strong classroom culture and high-yield instructional practices.

Strategy's Expected Result/Impact: Increased teacher performance metrics across T-TESS rubrics and optimized instructional outcomes.

Staff Responsible for Monitoring: Campus Administrators, Academic Success Coaches, Classroom Teachers.

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

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

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Goal 3 Establish systems for curriculum and learning experiences supporting growth goals of all students and staff

Performance Objective 1 High Priority HB3 Goal

High-quality Tier 1 instruction in early childhood.

Evaluation Data Source: CLI Engage Data, mCLASS/Amira Phonics Assessments, Math

Strategy 1 Targeted Support Strategy

Implement high-quality small-group instruction in Pre-K and CLI Engage scores by 4% through implementation of targeted coaching.

Strategy's Expected Result/Impact: Strengthened foundational literacy and numeracy readiness prior to Kindergarten entry.

Staff Responsible for Monitoring: Pre-K Teachers, Early Childhood Instructional Coach, Campus Administrators

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2 Targeted Support Strategy

Daily high-quality phonics instruction in PK-2nd using HQIM.

Strategy's Expected Result/Impact: Increased percentage of K-2 students reading at or above grade level from 33% to 50% by EOY, as measured by NWEA MAP

Staff Responsible for Monitoring: K-2 Teachers, Reading Academic Success Coach, Campus Administrators

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Strategy 3 Targeted Support Strategy

Elevate student math proficiency by delivering targeted daily instruction focused on place value concepts and basic fact automaticity.

Strategy's Expected Result/Impact: Daily implementation of Bluebonnet fluency and stronger foundational math computation and problem-solving readiness in primary grades.

Staff Responsible for Monitoring: K-2 Math Teachers, Math Academic Success Coach, Campus Administrators

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 2 High Priority HB3 Goal

Ensure systems of support for Special Education, Multilingual, and GT students.

Evaluation Data Source: TELPAS, STAAR SPED/EB performance data, SPED Dashboard Logs, GT Project Evaluations.

Strategy 1 Targeted Support Strategy Results Driven Accountability

Conduct quarterly reviews of student IEP accommodation logs against STAAR accessibility features to ensure students regularly use required accommodations during daily Tier 1 instruction and formative assessments.

Strategy's Expected Result/Impact: Increased accommodation fidelity and student mastery on district formatives and state assessments.

Staff Responsible for Monitoring: Special Education Case Managers, Resource Teachers, Dyslexia Interventionists, Speech and Language Therapists, Campus Testing Coordinator, Classroom Teachers

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy Results Driven Accountability

Administrators monitor SPED teachers' use of Data Dashboard quarterly.

Strategy's Expected Result/Impact: Complete compliance with IEP goals, timely service logging, and improved SPED student progress.

Staff Responsible for Monitoring: Special Education Department Chair, Campus Administrators, Resource Teachers

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 3 Targeted Support Strategy Results Driven Accountability

Enhance language proficiency and academic access for English Language Learners by leveraging the Language Acquisition Teacher to embed targeted ELLevation strategies within content-based ESL instruction.

Strategy's Expected Result/Impact: Accelerated language acquisition rates and improved STAAR/ TELPAS performance for Emergent Bilinguals.

Staff Responsible for Monitoring: Linguistic Acquisition Teachers, Classroom Teachers, Academic Success Coaches, Campus Administrators

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 Targeted Support Strategy Results Driven Accountability

Implement a high-quality Two-Way Dual Language Program to foster biliteracy while systematically monitoring adherence to the Elementary Language Allocation Plan across all one-way and two-way dual language classrooms.

Strategy's Expected Result/Impact: High levels of dual-language proficiency and cross-cultural competence.
Balanced biliteracy development and grade-level academic performance in target languages.

Staff Responsible for Monitoring: Dual Language Teachers, Campus Administrators, Academic Success Coaches, Language Acquisition Teacher

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 5

Deepen GT students' critical thinking and subject-area mastery by delivering differentiated instruction using the Depth and Complexity icons to frame advanced inquiry, analysis, and independent research.

Strategy's Expected Result/Impact: Mastery of advanced academic standards and critical thinking competencies.

Staff Responsible for Monitoring: Advanced Learning Teacher, STEM Specialists, Classroom Teachers, Campus Administrators

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

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Performance Objective 3 **High Priority** **HB3 Goal**

Refine and enhance Tier 1 instruction aligned to RISD Instructional Priorities.

Evaluation Data Source: STAAR/EOC Results, PLC Agendas, DDI Protocols, Walkthrough Logs

Strategy 1 **Targeted Support Strategy**

Drive significant academic achievement in 3rd-6th grade reading and math by aligning daily instruction with priority TEKS standards, resulting in a 10% increase in students meeting annual STAAR growth measures and a 10% increase in students attaining the "Meets Grade Level" performance level.

Strategy's Expected Result/Impact: Meeting or exceeding BOT progress target percentages on state assessments.

Staff Responsible for Monitoring: Classroom Teachers, Academic Success Coaches, Language Acquisition Teacher, STEM Specialist, Campus Administrators.

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy

Implement HQIM (High-Quality Instructional Materials) in all of K-5 classrooms by delivering the Bluebonnet Learning Math and HMH Into Reading/Lectura curricula with high fidelity, supported by job-embedded professional development and continuous PLC feedback cycles.

Strategy's Expected Result/Impact: Consistent, rigorous Tier 1 instruction across all math and reading classrooms.

Staff Responsible for Monitoring: Classroom Teachers, Academic Success Coaches, Language Acquisition Teacher, Campus Administrators.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

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

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Strategy 3 Targeted Support Strategy

Strengthen Tier 1 instruction by refining weekly PLC structures and executing district-aligned HQIM (High-Quality Instructional Materials) lesson internalization protocols to ensure rigorous, standards-aligned delivery across all classrooms.

Strategy's Expected Result/Impact: Deep teacher alignment on standards, lesson rigor, and delivery execution prior to teaching.

Staff Responsible for Monitoring: PLC Facilitators, Classroom Teachers, Campus Administrators

Title I: 2.5.2

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

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Strategy 4 Targeted Support Strategy

Implement a systematic Data-Driven Instruction (DDI) protocol across all K-6 PLCs by establishing weekly data meetings to analyze student artifacts, identify learning gaps, and plan targeted re-teach lessons.

Strategy's Expected Result/Impact: Rapid reteaching of unmastered TEKS and increased student proficiency on formative assessments.

Staff Responsible for Monitoring: PLC Facilitators, Classroom Teachers, Campus Administrators

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 5 Targeted Support Strategy

Maximize educator growth and instructional quality by leveraging LIFT Grant resources and Region 10 leadership coaching support to enhance classroom practices and strengthen Tier 1 instruction.

Strategy's Expected Result/Impact: Enhanced capacity of campus leaders to implement high-yield instructional strategies.

Staff Responsible for Monitoring: Principal, Assistant Principal, LIFT Coaches.

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 6

Drive data-informed decision-making and strategic alignment by leveraging insights from the Accountability Data Leadership Series to guide campus leadership in monitoring student growth, domain calculations, and priority academic indicators.

Strategy's Expected Result/Impact: Strategic oversight of campus domain ratings and targeted growth monitoring.

Staff Responsible for Monitoring: Principal

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

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Performance Objective 4

Implement aligned Pre-K 12 student learning experiences.

Evaluation Data Source: Classroom Observation Data, Graduate Profile Artifacts, Showcase Event Schedules

Strategy 1

Systematically observe and coach teachers on integrating digital tools to enhance cognitive depth, student collaboration, and targeted feedback following I-Team professional development.

Strategy's Expected Result/Impact: Reduction of passive screen time and increased active digital learning tools usage.

Staff Responsible for Monitoring: iTeam Specialists, Classroom Teachers, STEM Specialist, Campus Administrators

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Operationalize the Graduate Profile competencies (Financial Literacy, Effective Communication, Critical Thinking/Problem Solving, Emotional Intelligence, and Real-World Connections) into daily classroom instruction, and campus culture.

Strategy's Expected Result/Impact: Well-rounded graduates equipped with critical life skills and academic competencies.

Staff Responsible for Monitoring: All Teachers, Academic Success Coaches, Campus Administration

Title I: 2.5.1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 5 High Priority HB3 Goal

Ensure all students build foundational skills to graduate College and Career Ready as measured by campus attendance, advanced academic participation (GT/Honors), and real-world career exploration experiences

Evaluation Data Source: EOY Campus Attendance Rate Reports, Branching Minds Attendance Tracking, JA BizTown Student Completion Data, GT/Advanced Academic Participation Roster.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Campus will monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance rate of 95.4% or higher and reduce chronic absenteeism by 0.5%.

Strategy's Expected Result/Impact: Higher instructional continuity, leading to increased student academic achievement and early habit-building for post-secondary success

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Attendance Committee, Counselors.

TEA Priorities: Improve low-performing schools

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

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Strategy 2

Expand student access to career inspiration, exploration, and discovery through real-world learning experiences, including 100% participation of eligible 5th grade students in Junior Achievement (JA) BizTown.

Strategy's Expected Result/Impact: Early exposure to financial literacy, career pathways, and workplace readiness skills aligned with district CCMR goals

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

Title I: 2.5.1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Identify and support students for advanced learning opportunities by ensuring equitable participation in Gifted and Talented (GT) screening, differentiated instruction, and rigorous extension projects across grades PK-6.

Strategy's Expected Result/Impact: Increased representation in advanced academic tracks and strong preparation for middle and high school honors/advanced coursework.

Staff Responsible for Monitoring: GT Specialist, Classroom Teachers, Campus Administrators.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

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

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Goal 4 Create opportunities to ensure engagement with community members in RISD

Performance Objective 1

Maximize family engagement and ensure equitable access to school information by leveraging ParentSquare to streamline all two-way home communication, achieving 100% contact-ability across the school community.

Evaluation Data Source: Business Partner Roster, Principal for a Day Participant Logs, Sign-in Sheets.

Strategy 1

Streamline family communication and transparency by publishing weekly campus newsletters and monthly grade-level updates on ParentSquare, utilizing delivery reports to ensure consistent outreach across all households.

Strategy's Expected Result/Impact: Enhanced parent involvement and 100% verified communication reach across families.

Staff Responsible for Monitoring: Principal, Campus Communications Designee.

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Elevate campus reputation and foster strong community connections by systematically showcasing NHE's achievements, student success, and unique school culture across all available district media platforms and surrounding HOA networks.

Strategy's Expected Result/Impact: Higher community satisfaction, strong brand awareness, and positive public perception.

Staff Responsible for Monitoring: Campus Communications Designee, Principal

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

Increase parent partnership by ensuring that 85% or more of parents are informed of their child's individual growth goals and actively participate in at least two structured academic progress discussions (such as student-led conferences or goal-setting workshops) during the year.

Strategy 1 Targeted Support Strategy

Strengthen family academic partnerships by sharing individualized student growth targets during fall parent-teacher conferences and delivering actionable home strategy guides to all families via ParentSquare.

Strategy's Expected Result/Impact: Increased family involvement in home-based learning supports and accelerated student growth.

Staff Responsible for Monitoring: Classroom Teachers, Campus Counselors, Family Engagement Liaison, Campus Administrators

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2 Targeted Support Strategy

Host a Student-Growth Goal Camp parent education event where families collaborate with staff to learn practical, home-based strategies for supporting their child's specific academic growth goals.

Strategy's Expected Result/Impact: Increased parent self-efficacy in supporting learning at home, leading to higher student completion of home growth activities and measurable progress on benchmark growth goals

Staff Responsible for Monitoring: Campus Administrators, NHE Site-Based Decision-Making Committee, Classroom Teachers, and Family Engagement Liaison.

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

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Strategy 3 Targeted Support Strategy

Conduct informal, welcoming principal meet-and-greets (Coffee & Conchas) to strengthen family partnerships, with a targeted emphasis on increasing engagement and communication with Spanish-speaking parents.

Strategy's Expected Result/Impact: Principal, Family Engagement Liaison, and Bilingual staff

Staff Responsible for Monitoring: Stronger relational trust and higher attendance among Spanish-speaking families, resulting in increased parent involvement in campus meetings, volunteer opportunities, and academic events.

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 5 Increase efficiency and effectiveness in operations and personnel, seeking additional fiscal resources

Performance Objective 1 High Priority

Provide a safe, comfortable, and well-maintained environment.

Evaluation Data Source: Safety Drill Logs (SRP), SB12 Compliance Documentation, Facility Inspection Logs.

Strategy 1

Ensure all campus facilities and common areas maintain a maintenance satisfaction rate of 90% or higher, as measured by quarterly facility audits and staff/parent feedback surveys.

Strategy's Expected Result/Impact: Rapid identification and resolution of physical safety risks and facility maintenance needs, resulting in a cleaner, safer campus and a decrease in safety-related incidents.

Staff Responsible for Monitoring: Campus Administrators, Facilities Operations Director, Head Custodian, Executive Assistant

Title I: 2.5.1

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

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Strategy 2

Conduct Safety Week at BOY and Hold "I Know What To Do Days" (Oct, Dec, Feb, Apr) to practice SRP protocols

Strategy's Expected Result/Impact: Fluency in standard emergency response protocols for all staff and students.

Staff Responsible for Monitoring: All staff, Security Officer, Campus Administrators

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

Ensure operations are conducted in a financially efficient and effective manner

Evaluation Data Source: Title I and supplemental federal/state expenditures report and local campus budget report.

Strategy 1

Align Title I, Part A funds with State Comp Ed (SCE), Title II, Title III, and local funds to ensure non-duplication of supplemental resources and personnel.

Strategy's Expected Result/Impact: 100% of Title I and supplemental federal/state expenditures will directly align with priority needs identified in the 2026-2027 Comprehensive Needs Assessment.

Staff Responsible for Monitoring: Campus Administration, Executive Assistant

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