

Richardson Independent School District



O. Henry Elementary

2026-2027 Campus Improvement Plan

Mission Statement

O.Henry's mission is to build a positive community where diverse learners thrive academically and socially.

Vision

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

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

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Goals

Goal 1

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

Performance Objective 1 High Priority

100% of students will meet North Star Goal expectations.

Evaluation Data Source: MAP data, student goals and tracking sheets, student portfolios

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: Teachers trained on Student Growth Goals by Instructional Technology-Lindsay Cross on 9/1.

Students create portfolio in Seesaw/Schoology by 10/7 & add one baseline artifact for their Life-Ready goal

Students track their BOY MAP data & set MOY data goal by 10/7

Students add Artifact #2 or reflection added for each goal, Data & Life-Ready by 10/30

Students track their MOY MAP data, reflect & set goals & add Artifact #3 or reflection by 1/29/27

Students add Artifact #4 or reflection by March 12

Students add final reflections, update growth & data goal progress, & complete Growth Goal Progress Survey by May 18, 2027

Staff Responsible for Monitoring: Instructional Technology, Teachers, Instructional Coaches, Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2

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

Strategy's Expected Result/Impact: Students will use normed, research-based achievement data as they track their growth, reflect on their progress, and set goals using MAP data from BOY to MOY to EOY goals.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators

Title I: 2.5.2

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Strategy 3

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

Strategy's Expected Result/Impact: Students are decision-makers in their growth process and are able to produce exemplars as evidence of how they are working toward achieving their goals.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 2

100% of staff will meet North Star Goal Expectations.

Evaluation Data Source: Staff sets personal and student data growth goals & enters them in Strive, creates Schoology portfolio and links it in Strive by 9/26/26.
Staff adds portfolio artifact #1 for each goal by 10/24/26, & adds relevant reflections/artifacts after Fall DWD on 11/2/26.
Staff adds artifact #2 for each goal by 1/30/27, & adds relevant reflections/artifacts after Spring DWD on 2/15/27.
Staff adds artifact #3 for each goal by 3/12/27.
Staff adds artifact #4 for each goal by 4/14/27.
Teachers add any additional reflections to portfolio & participate in EOY TTESS conferences by 5/5/27.

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: Teachers will use walkthrough feedback and student data to monitor their growth goals.

Staff Responsible for Monitoring: Teachers and Administrators

Title I: 2.5.2, 2.5.3

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: Adding quarterly artifacts ensures that teachers maintain a clear focus on their goals, reflect on the actions they are taking, and what evidence demonstrates their progress. Teachers take ownership and provide evidents of their growth for their TTESS evaluations.

Staff Responsible for Monitoring: Teachers and Administrators

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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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: Teachers have the needed time for updating their portfolios, and staff collaboration grows the knowledge and skills of all participants. Quality of artifacts increases.

Staff Responsible for Monitoring: Staff and Administrators

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

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

Evaluation Data Source: Student discipline data
Emergent Tree feedback boards
Branching Minds
Shout outs
Stars of the Stampede

Strategy 1

Implement a clear and consistent Tier 1 campus behavior expectations and discipline management plan.

Strategy's Expected Result/Impact: OHE students and staff regularly model the core values of safe, respectful, responsible behaviors. All classroom management systems and discipline interventions are built on this framework.

Staff Responsible for Monitoring: Tier 1 Behavior Team, All staff

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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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: Care and Concern meetings will be held quarterly to review progress of every student at OHE. Tier 2 interventions and teams established based on specific student needs.

Staff Responsible for Monitoring: Counselor, administrators, campus behavior specialists, staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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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: Code of Civility is a non-negotiable that can be referenced through visuals by students, staff, and community which results in OHE being safe, respectful, and responsible.

Staff Responsible for Monitoring: All staff

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4

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

Evaluation Data Source: MAP, TELPAS and CIA data
Student data tracking
Quarterly student concern meetings' notes

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: Gaps are closed in students' areas of risk through WIN time plans, counseling, Summit K-12, small group instruction with Language Acquisition Teacher, IEP goals, tutoring, behavioral and attendance interventions.

Staff Responsible for Monitoring: Counselor, LAT, Teachers, Instructional Coaches, Tutors, Front Office Staff, Administrators

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2

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

Strategy's Expected Result/Impact: HB 1416; teachers internalize lessons and implement HQIMs, Bluebonnet Math and HMH, with fidelity; teachers plan & provide interventions, document them & monitor student progress in Branching Minds

Staff Responsible for Monitoring: Teachers and Administrators

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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: Attendance is monitored through Focus, and Attendance interventions are regularly carried out. Behavior interventions are informed by Emergent Tree and Student Code of Conduct resources. Targeted small group instruction and differentiated assignments build reading and math proficiency.

Staff Responsible for Monitoring: SDS, Counselor, Teachers, Instructional Coaches, Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Strategy 4

**** Strategy to Address Title 1 Ten Components based on needs assessment.*****

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Performance Objective 5

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

Evaluation Data Source: Counselor's guidance schedule and embedded character education lessons in daily announcements; staff professional learning

Strategy 1

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

Strategy's Expected Result/Impact: Counselor provides direct services as mandated by Texas Education Code.

Staff Responsible for Monitoring: Counselor and administrators

Title I: 2.5.3

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

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

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Strategy 2

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

required observance.

Strategy's Expected Result/Impact: Counselor records Project Wisdom lessons and provides them for daily announcements.

Staff Responsible for Monitoring: Counselor and administrators

Title I: 2.5.3

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

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

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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: Staff will implement Safer Minds, Safer Schools training to support comprehensive student wellness.

Staff Responsible for Monitoring: Counselors and administrators

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 6

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

Strategy 1

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

Strategy's Expected Result/Impact: 4th and 5th graders are equipped with goal-setting, decision-making and peer refusal skills through "Too Good for Drugs" lessons delivered by the counselor.

Staff Responsible for Monitoring: Counselor and administrators

Title I: 2.5.3

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

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

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Strategy 2

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

Strategy's Expected Result/Impact: Counselor will present "Catch My Breath" lessons and Stanford REACH Lab lessons in 6th grade classes.

Staff Responsible for Monitoring: Counselor and Administrators

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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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: ERT will successfully complete round table drill during the fall. ERT will plan and conduct an all-campus AED drill in February.

Staff Responsible for Monitoring: Nurse and administrators

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

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

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Strategy 4

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

Strategy's Expected Result/Impact: Campus Threat Assessment Team members identified. Threat Assessment training completed by all team members.

Staff Responsible for Monitoring: Administrators and counselor

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 5

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

Strategy's Expected Result/Impact: Suicide prevention lessons presented to 6th grade students by the counselor.

Staff Responsible for Monitoring: Counselors, teachers, administrators

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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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 at-risk for recidivism.

Strategy's Expected Result/Impact: Transition case manager identified. (counselor)
Students will transition back to home campus successfully and will not repeat the behaviors.

Staff Responsible for Monitoring: Counselor and administrators

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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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 and gather feedback from participants on their growth and the impact on the training on the North Star Goal.

Evaluation Data Source: Professional Learning Feedback & Exit Surveys: Participant reaction and growth feedback surveys collected immediately following professional development sessions.

North Star Goal Impact & Application Artifacts: Mid-year and end-of-year follow-up survey data measuring how participants applied learning toward district North Star Goal metrics.

Professional Development Attendance & Completion Logs: System management records tracking participation rates across aligned learning pathways.

Instructional Coaching & Observation Data: Campus walk-through logs, coaching cycle notes, and evaluation rubrics measuring classroom implementation of professional learning.

Student Growth & Performance Data: Assessment and progress-monitoring data tied directly to the instructional outcomes emphasized in professional learning opportunities.

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: Instructional practice and student growth will improve based on work in weekly Professional Learning Communities, feedback from walk-throughs and coaching cycles, and student data analysis.

Staff Responsible for Monitoring: Instructional coaches, teachers, and administrators

Title I: 2.5.1, 2.5.2

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

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

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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 progress toward or attain their professional growth goals by implementing professional learning centered on the Learner Growth Experience.

Staff Responsible for Monitoring: Teachers, ILT, and Administrators

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, 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: Staff Retention & Turnover Reports: Annual district and campus staff turnover/retention rate reports (disaggregated by campus, teaching experience level, and content area).

HR Applicant Tracking System Data: Applicant pool metrics, including total number of applicants, qualified applicants per posting, and time-to-fill vacancies.

Exit & Stay Interview Data: Annual summaries, themes, and trend analysis from Exit and Stay Interviews.

Mentoring Program Logs & Feedback: Mentor/mentee meeting logs, coaching cycle tracking data, and participant growth surveys.

Employee Climate & Culture Survey: Annual district climate survey results regarding staff satisfaction, administrative support, and intent to stay.

Teacher Certification & Placement Records: SBEC/TEA certification compliance data, including the reduction in uncertified or Associate/DOI placements.

Strategy 1

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

Strategy's Expected Result/Impact: Data is gathered to improve staff retention.

Staff Responsible for Monitoring: HR and school administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

Strategy's Expected Result/Impact: PTA, Sunshine and Campus Tier 1 teams create strategies to address low-scoring areas in the climate survey, and scores improve.

Staff Responsible for Monitoring: Administrators

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 on campus.

Evaluation Data Source: Supervisor Calibration & Training Data: Attendance, completion records, and assessment/calibration check results from supervisor performance management training.

Employee Evaluation & Growth Rubric Data: Aggregated evaluation results, rating distributions, and documented growth goal achievement by employee classification.

Employee Feedback & System Perception Surveys: Survey data from supervisors and staff evaluating the clarity, fairness, and effectiveness of the performance management framework.

Retention & HR Action Tracking Records: Data on personnel retention rates, teacher development plans/growth plans, and career progression/promotional pathways.

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: Employee effectiveness and student outcomes will improve as a result of the continuous performance coaching cycle as evidenced by walk-through logs and feedback forms.

Staff Responsible for Monitoring: Instructional coaches and administrators

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

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

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Goal 3

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

Performance Objective 1

Ensure high quality Tier 1 instruction in early childhood classrooms.

Evaluation Data Source: Circle
MAP
mClass

Strategy 1

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

Strategy's Expected Result/Impact: Teacher-led small group instruction increases student achievement.

Staff Responsible for Monitoring: PreK teachers, Instructional coaches, and Administrators

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Campus administrators and instructional coaches 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: EOY CLI Engage letter recognition and numeracy scores will increase by at least 4% annually.

Staff Responsible for Monitoring: Instructional Coaches and Administrators

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

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

Strategy's Expected Result/Impact: Students' foundational phonics knowledge and skills will increase through daily phonics instruction using HQIM.

Staff Responsible for Monitoring: PK - 2nd grade teachers, Instructional coaches, and Administrators

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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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: Students' conceptual understanding of place value will increase and they will develop automaticity of number identification, addition, and subtraction through daily instruction using HQIM.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

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

Evaluation Data Source: MAP

STAAR

TELPAS

CIA

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: ESL content-based model is implemented in K-6 grades. Language Acquisition Teacher supports Summit K-12 strategies and ensures that content teachers progress monitor and adjust to meet the needs of ESL students. Intervention resources are utilized to address student needs.

Staff Responsible for Monitoring: Classroom teachers, LAT, Instructional coaches, and Administrators

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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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: Instructional coaches and administrators will conduct systematic monitoring of implementation and adjustments to the Elementary Language Allocation Plan in bilingual classrooms. Student data will reflect growth in math and reading fluency, comprehension, and automaticity.

Staff Responsible for Monitoring: Instructional coaches and administrators

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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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: Data dashboard documentation is monitored by administrators each quarter. Needs are identified and instructional support, training, and coaching is provided to address those needs.

Staff Responsible for Monitoring: Special education staff and administrators

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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Strategy 4

Implement Two Way Dual Language Program to build biliteracy and content mastery in both languages.

Strategy's Expected Result/Impact: The Two Way Dual Language Program is implemented with fidelity to build biliteracy and content mastery in both languages as measured by MAP growth and CIAs.

Staff Responsible for Monitoring: Bilingual teachers, Instructional coaches, and Administrators

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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Strategy 5

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

Strategy's Expected Result/Impact: Lessons for gifted and talented students will be delivered using differentiated strategies and curricula so that they are engaged in learning and show growth in their life-ready and academic goals.

Staff Responsible for Monitoring: Advanced Learning Teacher and Administrators

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

Teachers will maintain their data dashboards to track student progress, and students will understand and use their accommodations with fidelity.

Strategy's Expected Result/Impact: SpED students will meet or exceed their IEP growth goals at least 90% or more.

Staff Responsible for Monitoring: SpED teachers, classroom teachers, and administrators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

Continue to refine and enhance Tier I instruction in support of the learning framework and RISD instructional priorities.

Evaluation Data Source: State Assessment
Walk Thru forms
CIA data

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: Student growth in the approaching, meets, and masters categories will increase in both reading and math.

Staff Responsible for Monitoring: All staff

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Strategy 2

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

Strategy's Expected Result/Impact: Teacher efficacy and student growth in the approaching, meets, and masters categories will increase in math through the use of the HQIM (Bluebonnet).

Staff Responsible for Monitoring: All math content area teachers, support staff, sped teachers, administrators, ILT

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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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: Teachers will develop fluency and high levels of proficiency in delivering HQIM lessons.

Staff Responsible for Monitoring: All teachers, ILT, administration

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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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: Lessons tailored to specific student needs based on the DDI protocol and weekly data meetings.

Staff Responsible for Monitoring: 3rd Grade Team, ILT, Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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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: Feedback allow systems to be streamlined and ensure efficacy of the coaching model.

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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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: Understanding of campus data will ensure effective and specific goals.

Staff Responsible for Monitoring: Administrators, ILT, Site Based Decision Making Team

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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Performance Objective 4

Implement aligned prek - 12 student learning experiences to support RISD being "The ONE".

Evaluation Data Source: Increased student enrollment
Increased engaging experiences
Increased neighborhood community engagement

Strategy 1

Monitor and support the implementation of I-Team professional learning to ensure technology is purposefully integrated into instruction, with a focus on productive screen time and student learning.

Strategy's Expected Result/Impact: Technology use is integrated into instruction for specific purposes and focused on productive screen time and student learning.

Staff Responsible for Monitoring: Teachers, Administrators and iTeam

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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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 choose a professional growth goal aligned with the Learner Framework and design meaningful and memorable learning experiences aligned with the RISD Graduate Profile, and they will create and maintain a portfolio with artifacts as evidence of their work toward their goals.

Staff Responsible for Monitoring: Teachers and Administrators

Title I: 2.5.1, 2.5.2

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

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

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Strategy 3

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

Strategy's Expected Result/Impact: Specialized academic programming will be showcased during O.Henry events throughout the year to spotlight student outcome artifacts. Events such as Goal-Setting night will allow students to share their portfolios and artifacts with their families. All evening events will also be coupled with a fine arts showcase such as choir and/or art and PE.

Staff Responsible for Monitoring: PTA Board, Teachers, Administrators

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 5

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

Evaluation Data Source: CCMR rate

Strategy 1

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

Strategy's Expected Result/Impact: 100% of 5th grade students will explore careers through Biztown. Counselor will organize a Spring Career day, and teachers will provide meaningful real-world learning experiences and expose students to various career pathways.

Staff Responsible for Monitoring: 5th grade teachers, Counselor, All Teachers, and Administrators

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 6

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

Strategy 1

School Improvement and Title 1 campuses (such as OHE) will engage in targeted instructional and student culture coaching, using feedback and campus data to implement and monitor action steps aligned to District Instructional Priorities.

Strategy's Expected Result/Impact: OHE will engage in the LIFT grant and TIA walkthroughs, coaching, and calibration to analyze data, provide meaningful feedback, and monitor action steps which will result in more effective teachers and higher student achievement.

Staff Responsible for Monitoring: Teachers and Administrators

Title I: 2.5.1, 2.5.2

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

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

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Strategy 2

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

Strategy's Expected Result/Impact: LIFT Grant and Region 10 coaching and walkthroughs will strengthen effectiveness of campus administrators and instructional teams to implement, monitor, and strengthen District Instructional Priorities based on campus and student needs.

Staff Responsible for Monitoring: Instructional Coaches and Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

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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 district's North Star Goal and provide additional opportunities and experiences for students and staff.

Evaluation Data Source:

Schedule of hosted district and campus events that support Community and business/organization engagement, event evaluations, and district partner survey data.

Strategy 1

OHE will participate in 'Principal for a Day' on September 22, 2026 to increase business and community partners and build meaningful connections that support the North Star Goal.

Strategy's Expected Result/Impact: Meaningful connections are made with the 'Principal for a Day' as a new community partner, and this partnership will build new business and community relationships.

Staff Responsible for Monitoring: Administrators

Title I: 2.5.2

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

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

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Performance Objective 2

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

Evaluation Data Source: ParentSquare reports and data analytics

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: OHE will distribute a weekly campus newsletter to all families throughout the school year. Administrators will monitor ParentSquare delivery reports weekly to ensure that all families are receiving the newsletter.

Staff Responsible for Monitoring: Administrators

Title I: 2.5.2

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

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

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Strategy 2

Increase engagement with parents and the community through the use of available district tools - ParentSquare, campus website, campus newsletter, campus social media, school marquee - and leverage relationships with neighborhood homeowner associations, volunteers, and business partners.

Strategy's Expected Result/Impact: Engagement increases with neighborhood associations, volunteers, and business partners through the use of ParentSquare for a weekly campus newsletter, campus social media, and the school marquee.

Staff Responsible for Monitoring: Nurse, PTA, Executive Assistant, and Administrators

Title I: 2.5.2

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

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

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Performance Objective 3

Create and adopt 2027 Legislative priorities.

Evaluation Data Source: Priorities adopted and communicated with community and legislators.

Performance Objective 4

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: Home/school connections are strengthened. Parents know their students' individual growth targets and understand strategies for helping at home. Students will be able to present their goals at the spring campus-wide goal night.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 5

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

Performance Objective 1

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

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: All staff collects/handles money and orders/receives goods properly per RISD procedures.

Staff Responsible for Monitoring: Executive Assistant, Staff, Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 2

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

Strategy's Expected Result/Impact: All staff will optimize building energy by implementing strategies recommended by Facility Services and the Energy and Sustainability Department.

Staff Responsible for Monitoring: All staff, Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 2

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

Evaluation Data Source: Stakeholder feedback
Audit and assessment results
Campus walk through feedback
Transportation Department data

Strategy 1

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

Strategy's Expected Result/Impact: OHE ensures compliance with Texas SB12 by collecting parent permission through opt-in consents for students to receive health care at school, mental health support at school, and to participate in school clubs.

Staff Responsible for Monitoring: Teachers, School Nurse, Executive Assistant, Student Data Secretary, Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Safety Week lessons will be taught and drills held for: Hold 8/17, Secure 8/18, Lockdown 8/19, Evacuate 8/20, and Shelter 8/21.

Staff Responsible for Monitoring: Teachers, ILT, Administrators

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

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

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Strategy 3

Hold "I Know What To Do Days" in October, December, February and April.

Strategy's Expected Result/Impact: "I Know What To Do" days will be practiced on October 20 - Evacuate, November 17 - Hold/Secure, February 2 - Lockdown, and March 23 - Shelter.

Staff Responsible for Monitoring: Teachers, ILT, and Administrators

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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: Student to device tracking is accurate and up-to-date. 100% of students complete digital citizenship lessons by the end of the first nine weeks. Campus tech tickets workflow is streamlined via the campus technology representative.

Staff Responsible for Monitoring: Technology support, LITE (OHE campus technology representative), Administrators

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, 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: Bond 2025 timelines are smoothly executed with minimal interruption to regular scheduled campus activities.

Staff Responsible for Monitoring: Executive Assistant and Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 6: Campus Finance and Operations

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