

Richardson Independent School District



Prairie Creek Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Prairie Creek Elementary School's mission is to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, creative and compassionate life long learners.

Vision

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

Value Statement

At Prairie Creek we value accountability, perseverance and encouraging one another.

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Comprehensive Needs Assessment

Student Learning

Summary

PCE is committed to supporting all students growing and achieving high levels of success. We use multiple data points in order to determine the best course of action to help support student growth and learning needs.

NWEA Map Data for our campus shows:

Strengths

- 60% or more of students in grades K, 3, 4 and 6 met or exceeded projected growth in Math from fall 2022 - spring 2023 on NWEA MAP assessments.
- 50% or more of students in grades K, 2, 3, 4, 5 and 6 met or exceeded projected growth in Reading from fall 2022 - spring 2023 on NWEA MAP assessments.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	All students are not yet meeting growth goals	

★ = Priority

School Processes & Programs

Summary

PCE implements all required curriculum and uses data to drive instructional decisions for individual students and classrooms. The elementary time standards include a dedicated block of time for intervention in core subject areas. Data indicates the need for continued refinement of curriculum and the associated professional development, in order to identify best practices for advancing the progress of dyslexic students and students with disabilities. Teachers will follow this standard and will use resources and strategies provided by the district during this designated time. In addition to meeting all standards, teachers are encouraged to creatively use their strengths to meet the student's needs by planning for enrichment activities for those students who have already mastered certain concepts.

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

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

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

- Career and Technical Education
- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- Response to Intervention
- Special Education Services
- Student Services

Strengths

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

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

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

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

Our campus is committed to working collaboratively to support student growth and achievement and are committed to the PLC process and have embraced the four questions of effective PLCs.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Processes and Programs need to continue to promote positive school culture and meet the academic needs so all students can grow and achieve success.	

★ = Priority

Perceptions

Summary

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

Strengths

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

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Not all demographic populations have achieved their full potential academically or behaviorally.	

★ = Priority



Goals

Goal 1

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

Performance Objective 1

100% of students will meet North Star Goal expectations.

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: TELPAS

TELPAS A

STAAR A

STAAR

K-2 assessments- MAP

K & 1 assessments - MCLASS

PK CLI

Staff Responsible for Monitoring: Classroom Teachers, Administration, Instructional Leadership Team, Counselors and Special Education Teachers

Formative Reviews

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Strategy 2

Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at Beginning of the Year , Middle of the Year, and End of the Year.

Strategy's Expected Result/Impact: Identified groups will meet growth goals.

Staff Responsible for Monitoring: Classroom Teachers, Administration, Instructional Leadership Team, Counselors and Special Education Teachers

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

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

Strategy's Expected Result/Impact: Students will know and understand their growth goals, which will help them be goal-oriented and more likely to achieve them.

Staff Responsible for Monitoring: Classroom Teachers, Administration, Instructional Leadership Team, and Special Education Teachers

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Performance Objective 2

100% of staff will meet North Star Goal expectations

Evaluation Data Source: MAP, STAAR, and CLI Data

Strategy 1

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

Strategy's Expected Result/Impact: Teachers will demonstrate growth in the TTESS dimension as measured on their evaluations

Staff Responsible for Monitoring: Classroom Teachers and Administration

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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: Teachers grow as measured by their evaluation process.

Staff Responsible for Monitoring: Classroom Teachers, Administration, Instructional Leadership Team, Counselors and Special Education Teachers

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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 and students will show growth according to their personal academic growth goal.

Staff Responsible for Monitoring: Classroom Teachers, Administration, Instructional Leadership Team, and Special Education Teachers

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Performance Objective 3

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

Strategy 1

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan. Continue utilizing a school-wide positive behavior management system, including classroom-specific and school-wide reward systems, student and teacher recognition at monthly assemblies, student leadership opportunities, and working towards a positive student and staff culture.

Review school expectations for handling all student code of conduct referrals.

Strategy's Expected Result/Impact: Decrease in behavior referrals; Positively impact student culture

Staff Responsible for Monitoring: Classroom Teachers, Administration, Instructional Leadership Team, Counselors and Special Education Teachers

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Strategy 2

Utilize the Multi-Tiered System of Supports Behavior Team to regularly review Tier 2 students and implement research-based Tier 2 interventions aligned to the district Behavior Framework.

Strategy's Expected Result/Impact: Decrease in behavior referrals; Positively impact student culture

Staff Responsible for Monitoring: Administrator, Instructional staff and Multi-Tiered System of Supports team

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Strategy 3

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

Strategy's Expected Result/Impact: Positively impact school culture

Staff Responsible for Monitoring: Classroom Teachers, Administration, Instructional Leadership Team, Counselors and Special Education Teachers

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Performance Objective 4

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

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: Student success and improve the attendance rate and meet campus goal of 97%.

Staff Responsible for Monitoring: Classroom Teachers, Administration, Instructional Leadership Team, Counselors and Special Education Teachers, and Student Data Specialist

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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: Students will make one year's growth and/or meet or exceed their growth goal

Staff Responsible for Monitoring: Classroom Teachers, Administration, Instructional Leadership Team, Counselors and Special Education Teachers

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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: Students will make one year's growth and/or meet or exceed their growth goal

Staff Responsible for Monitoring: Classroom Teachers, Administration, Instructional Leadership Team, Counselors and Special Education Teachers

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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 referrals, office referrals, and student culture

Strategy 1

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

Strategy's Expected Result/Impact: Student positive social, emotional learning success according to age.

Staff Responsible for Monitoring: Administrators and Counselor

Formative Reviews

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Strategy 2

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

Strategy's Expected Result/Impact: Improve student-to-student and student-to-adult interactions and relationships

Staff Responsible for Monitoring: Administrators and Counselor

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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: Increased awareness of students' knowledge of whom to reach out to for support and early identification and intervention.

Staff Responsible for Monitoring: Administrators and counselor

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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: Increased awareness of students' knowledge of whom to reach out to for support and early identification and intervention

Staff Responsible for Monitoring: Administrators and Counselor

Formative Reviews

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Strategy 2

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

Strategy's Expected Result/Impact: Increased awareness of students' knowledge of whom to reach out to for support, and Early identification and intervention

Staff Responsible for Monitoring: Administrator and Counselor

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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: Quick response time in case of an actual emergency situation.

Staff Responsible for Monitoring: Classroom Teachers, Administration, Instructional Leadership Team, Counselors and Special Education Teachers, Nurse, Student Data Specialist, clerk, administrator executive assistant.

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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: Students will stay safe.

Staff Responsible for Monitoring: Threat assessment team

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Strategy 5

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

Strategy's Expected Result/Impact: Increased awareness of suicidal ideation, prevention, and intervention
Increased awareness of students' knowledge of whom to reach out to for support

Staff Responsible for Monitoring: Classroom Teachers, Administration, Instructional Leadership Team, Counselors and Special Education Teachers

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Strategy 6

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

Strategy's Expected Result/Impact: Students who return to learn on campus will transition with easy and positive success socially, emotionally, and learning.

Staff Responsible for Monitoring: Classroom Teachers, Administration, Counselors and Special Education Teachers

Formative Reviews

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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

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

Evaluation Data Source: Professional Development lists, end-of-year teacher goal outcomes, and end-of-year surveys.

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: Teacher instructional practices improved, better student outcomes, and a positive school culture

Staff Responsible for Monitoring: Administration and Classroom Teachers

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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: Increased academic student growth and stronger implementation of current and new instructional practices

Staff Responsible for Monitoring: Administration and Classroom Teachers

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: Employee retention data, benchmark salary data, and documented salary and benefits provided to employees

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: Employee retention data, benchmark salary data, and documented salary and benefits provided to employees

Staff Responsible for Monitoring: Administration and central staff

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Strategy 2

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

Strategy's Expected Result/Impact: Improved parent-teacher-school community relations and improved high-performance teacher retention rates

Staff Responsible for Monitoring: Instructional Leadership Team

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: Student engagement, Teacher Growth in data-driven instructional practices, and student academic growth.

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: Teacher improvement in data-driven instructional practices and other content-specific instructional practices, and student academic growth outcomes

Staff Responsible for Monitoring: Administration, Classroom Teachers, Advanced Academic Teacher, Librarian, and Special Education Teachers

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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: Accountability Data and TTESS Performance Data gathered from formal and informal teacher observations

Strategy 1

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

Strategy's Expected Result/Impact: Student Achievement and Growth

Staff Responsible for Monitoring: Administration and Pre-K Classroom Teachers

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Strategy 2

Campus will provide Pre-K teachers with targeted feedback, coaching, and instructional support to strengthen Tier 1 instruction and deliver data-driven lessons, resulting in a 4% annual increase in end-of-year CLI Engage letter recognition and numeracy scores.

Strategy's Expected Result/Impact: Student achievement and academic growth

Staff Responsible for Monitoring: Administration, Classroom Teachers, and Pre-K district specialists

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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: Educator growth in effective phonics instructional practices and student academic achievement.

Staff Responsible for Monitoring: Administration and Classroom Teachers

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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: Increased overall student academic achievement in math.

Staff Responsible for Monitoring: Administration and Classroom Teachers

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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: Student growth and achievement among our special education, gifted-and-talented, and multilingual student populations.

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: Student academic growth and achievement, and increased students' English proficiency level identified on TELPAS (Texas English Language Proficiency Assessment System).

Staff Responsible for Monitoring: Administration, Multilingual Education Teachers, and Classroom Teachers

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Strategy 2

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

Strategy's Expected Result/Impact: Increased Academic Student Growth and progress toward their IEP goals

Staff Responsible for Monitoring: Special Education Teachers and Administration

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Strategy 3

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

Strategy's Expected Result/Impact: Vertical Alignment and Horizontal Alignment Across Curriculum in RISD

Staff Responsible for Monitoring: Classroom teachers, Advanced Academic teacher, and Administration

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Strategy 4

Include campus strategies to address Special Education accountability targets.

100% of students' progress reports

100% of annual Individual Education Plans (IEPs) completed on time

100% complete review with teachers and special education staff of all accommodations on annuals to determine use and effectiveness.

Strategy's Expected Result/Impact: Students will meet or exceed the Individual Education Plan (IEP) goals within the timelines stated in the goals

Staff Responsible for Monitoring: Administration and Special Education Teachers

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Performance Objective 3

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

Evaluation Data Source: Student Standardized Assessments Performance data and Texas Teacher Evaluation and Support System (TTESS) performance data.

Strategy 1

Address and increase State of Texas Assessments of Academic Readiness (STAAR) performance for students in 3rd-grade Math and Reading.

RLA (2026-2027 goal= 80%) and Math (2026- 2027 goal = 86%) per Richardson ISD Board goals.

This will look like teachers utilizing depth and complexity strategies, small groups based using on ongoing data points, interactive lessons, creating experiences for students, and daily high-quality Tier 1 instruction.

Strategy's Expected Result/Impact: Students will leave third grade on grade level, which will positively impact the North Star goal and other Richardson ISD Board-set goals.

Staff Responsible for Monitoring: Administration, Classroom Teachers, Special Education Teachers, and the Advanced Academic Teacher.

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Strategy 2

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

Prairie Creek will provide ongoing Advanced Academics professional development, Professional Learning Community Meetings (PLCs), instructional strategies applicable to our population, and planning with district curriculum writers to support teachers.

Strategy's Expected Result/Impact: Teachers will improve their classroom instructional strategies and planning, student achievement will improve, and it'll positively impact RISD's North Star Goal.

Staff Responsible for Monitoring: Administration, Classroom Teachers, Special Education Teachers, and the Advanced Academic Teacher.

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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 improve their classroom instructional strategies and planning, student academic achievement will improve, and it'll positively impact RISD's North Star Goal.

Staff Responsible for Monitoring: Administration, Classroom Teachers, Special Education Teachers, and the Advanced Academic Teacher.

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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: Students will leave third grade on level, which has a positive impact on the North Star goal and other goals set by the Richardson ISD Board.

Staff Responsible for Monitoring: Administration, Classroom Teachers, Special Education Teachers, and the Advanced Academic Teacher.

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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: Teachers will improve their classroom instruction, instructional strategies, and planning; student academic achievement will improve, and it'll positively impact RISD's North Star Goal.

Staff Responsible for Monitoring: Administration
LIFT Coach
3rd- and 5th-grade Reading Language Arts (RLA) teachers

Formative Reviews

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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: Administration will be able to better track student data, Teachers will improve their data-driven instruction and planning, student academic achievement will improve, and it'll positively impact RISD's North Star Goal.

Staff Responsible for Monitoring: Administration, Classroom Teachers, Special Education Teachers, and the Advanced Academic Teacher.

Formative Reviews

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Performance Objective 4

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

Evaluation Data Source: Lesson plans and formal and informal teacher observations

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: Students' digital products will demonstrate their knowledge and integration of new learning.

Staff Responsible for Monitoring: I-Team, Administration, Classroom Teachers, Special Education Teachers, and the Advanced Academic Teacher

Formative Reviews

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Strategy 2

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

Prairie Creek will provide ongoing Advanced Academics professional development, PLCs, instructional strategies applicable to our population, and planning with district curriculum writers to support teachers.

Strategy's Expected Result/Impact: Increased student engagement, stronger implementation of depth and complexity practices, Rigorous Alignment and Accountability for students and staff.

Staff Responsible for Monitoring: Administration, Instructional Leadership Team

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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: Increased community engagement and interest, rigorous alignment, and increased student enrollment.

Staff Responsible for Monitoring: Administration, Classroom Teachers, Special Education Teachers, Librarians, and the Advanced Academic Teacher

Formative Reviews

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Performance Objective 5

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

Strategy 1

Expand student access to career inspiration, exploration, and discovery through meaningful real-world learning experiences and exposure to a variety of career pathways.

Career Exploration through Biztown for 100% of 5th grade and 7th grade students.

Strategy's Expected Result/Impact: Increase students' curiosity into a vast array of career choices and student achievement

Staff Responsible for Monitoring: Counselor, classroom teachers, librarian, advanced academic teacher, and administration

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Strategy 2

Campus will meet attendance goal of 97.44%

Strategy's Expected Result/Impact: Improve student achievement

Staff Responsible for Monitoring: Student Data Specialist, Classroom Teachers, and Administration

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Performance Objective 6

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

Evaluation Data Source: Texas Teacher Evaluation and Support System (TTESS) and student scores from all standardized data points

Strategy 1

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: Teachers will improve their data-driven instruction and planning, student achievement will improve, and it'll positively impact RISD's North Star Goal.

Staff Responsible for Monitoring: LIFT coach
Administration
3rd & 5th grade RLA teachers

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Goal 4 We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1

Increase business and industry partnerships by 25% to support the district's North Star Goal and provide additional opportunities and experiences for students and staff.

Evaluation Data Source: District financial reports and PTA financial reports

Strategy 1

Participate in "Principal for a Day" to increase business and community partners and build meaningful connections that support the North Star Goal.

Strategy's Expected Result/Impact: Meaningful connect with community to increase partnership and strengthen ties back to community.

Staff Responsible for Monitoring: Principal
Community Partner

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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: End-of-year parent survey

Strategy 1

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

Strategy's Expected Result/Impact: Increased communication to families to support connection from school to home.

Staff Responsible for Monitoring: Administration and classroom teachers

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Strategy 2

Telling your campus story: Increase engagement with parents and the community through the use of available district tools -- ParentSquare, Campus Website, Campus Newsletter, Campus Social Media, School Marquees -- and leverage relationships with neighborhood homeowner associations, volunteers, and business partners.

Strategy's Expected Result/Impact: School to home connection to increase exposure and positive school outlook.

Staff Responsible for Monitoring: Administration, Richardson ISD Insider personnel, and Campus Social Media Managers

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Performance Objective 3

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

Evaluation Data Source: Parent survey

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: Parents and students will be well informed on growth goals expected for current academic year.

Staff Responsible for Monitoring: Classroom teachers and administration

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Goal 5

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

Performance Objective 1

Ensure operations are conducted in a financially efficient and effective manner

Evaluation Data Source: Report from Energy & Sustainability Department

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: Financial stability and transparency

Staff Responsible for Monitoring: Administration

Executive Assistant

Classroom Teachers

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Strategy 2

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

Strategy's Expected Result/Impact: Energy efficiency leading to budget cost decrease

Staff Responsible for Monitoring: Classroom teachers, administration, auxiliary staff, non-classroom teachers, and office staff

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Performance Objective 2

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

Strategy 1

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

Strategy's Expected Result/Impact: Parents will be informed of SB12 rights

Staff Responsible for Monitoring: Administration and all classroom teachers

Formative Reviews

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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: Students and staff will know how to remain safe during different potential emergencies.

Staff Responsible for Monitoring: Administration, classroom teachers, non-classroom teachers, and support staff.

Formative Reviews

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Strategy 3

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

Strategy's Expected Result/Impact: Students and staff will know how to remain safe during different potential emergencies.

Staff Responsible for Monitoring: Administration, classroom teachers, non-classroom teachers, and support staff.

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Performance Objective 3

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

Evaluation Data Source: end-of-year parent and staff 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: Through LITE and teachers lesson implementation students will be aware of digital expectations.

Staff Responsible for Monitoring: Administration, Librarian (LITE), classroom teachers, and support staff.

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Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: Richardson ISD bond website and Board of Trustee meeting minutes

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: Students and staff will receive upgrades to different areas increasing facility and technology upgrades.

Staff Responsible for Monitoring: District-level personnel, administration, and executive assistant

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