

Richardson Independent School District



Prestonwood Elementary

2026-2027 Campus Improvement Plan

Mission Statement

We will develop and nurture a global learning community where all children are actively engaged in order to achieve academic success.

Vision

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

Value Statement

We value creating a safe learning environment that empowers every student at PWE to take risks, be creative, find acceptance and to grow.

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Comprehensive Needs Assessment

Demographics

Summary

Campus Name: Prestonwood Elementary School

- **Grades Served:** Prekindergarten – Grade 6
- **Total Student Enrollment:** 459

Special Student Populations

- **Economically Disadvantaged:** 33.6%
- **Special Education:** 20.3%
- **Emergent Bilingual (EB):** 20.3%
- **Attendance Rate:** 96.2%
- **Chronic Absenteeism:** 6.0%

Staffing & Classroom Indicators

- **Total Full-Time Teachers:** 32.3
- **Students Per Teacher:** 14.2
- **Average Teacher Salary:** \$73,848

Student Enrollment by Race/Ethnicity

- **White:** 51.6%
- **Hispanic:** 29.1%
- **African American:** 10.8%
- **Asian:** 4.7%
- **Two or More Races:** 3.6%
- **American Indian / Native American:** 0.2%

Strengths

High Attendance & Low Chronic Absenteeism: An overall student attendance rate of **96.2%** along with a low chronic absenteeism rate of **6.0%** reflects strong daily student engagement and school commitment.

Low Student-to-Teacher Ratio: A ratio of **14.2 students per teacher** (with 32.3 full-time teachers for 459 enrolled students) allows for smaller class sizes and personalized instruction.

Culturally & Socioeconomically Diverse Student Body: Balanced representation across student populations creates a rich global learning environment:

- Racial/Ethnic diversity with significant representation (51.6% White, 29.1% Hispanic, 10.8% African American, 4.7% Asian, and 3.6% Two or More Races).
- A manageable socioeconomically disadvantaged population (33.6%).

Robust Support Programs Integration: Well-defined special student populations—including **20.3% Special Education** and **20.3% Emergent Bilingual (EB)**—provide opportunities to leverage specialized campus resources and targeted support programs.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Nearly one-quarter of the student population (20.3%) consists of Emergent Bilingual (EB) students who require specialized linguistic and academic support to meet grade-level proficiency targets across all core subjects.	A lack of consistent targeted ESL-embedded instructional strategies across all general education classrooms, along with limited scaffolded linguistic instruction.

 = Priority

Student Achievement

Summary

Campus Accountability Rating: B (Overall Scaled Score: 86/100)

All Subjects Baseline: 75% Approaches Grade Level, 58% Meets Grade Level, 37% Masters Grade Level

STAAR Performance Level Breakdown by Subject:

- **Reading / Language Arts:** Demonstrates the highest performance across advanced levels, leading all content areas with 64% of students meeting grade level and 43% achieving mastery.
- **Mathematics:** Maintained a strong baseline with 76% of students passing at the Approaches level and over half (57%) achieving Meets Grade Level.
- **Science:** Identified as a key priority area for targeted academic intervention, with performance lower across all metrics (66% Approaches, 41% Meets, and 24% Masters).

Strengths

RLA leads all core content areas in high-level achievement, with **64% of students meeting grade level** and **43% achieving mastery**. Math maintains a strong baseline performance, with **76% of students passing at the Approaches level** and over half (**57%**) achieving Meets Grade Level.

School Culture and Climate

Summary

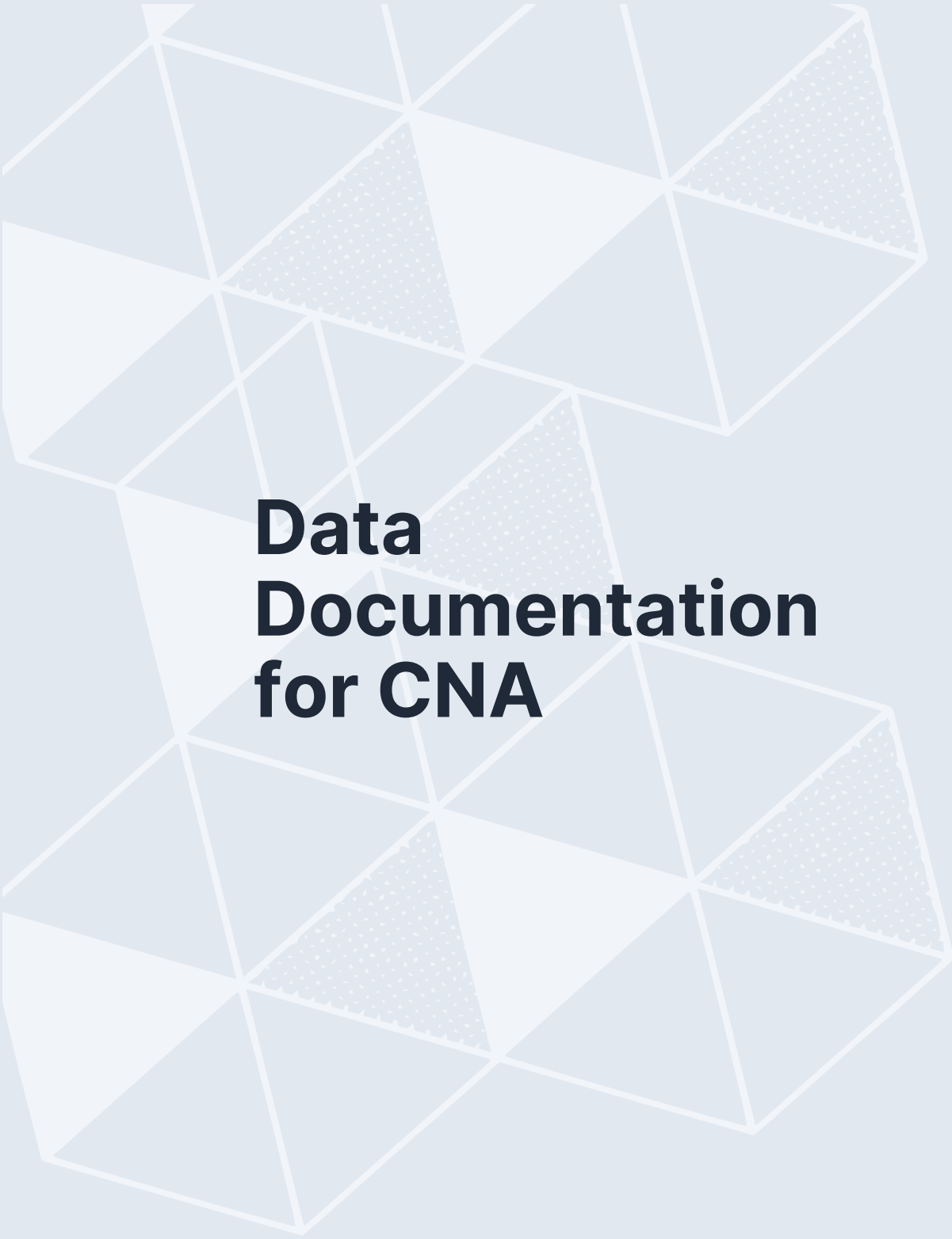
Prestonwood Elementary fosters a welcoming, collaborative, and highly supportive environment where staff members feel deeply connected and valued. According to the recent Staff Climate Survey, an overwhelming 100% of teachers affirm that the school cultivates a positive, inclusive culture, staff would recommend Prestonwood as an outstanding place to work. This strong school culture is anchored by dedicated leadership, with educators feeling well-supported in their roles and respected as trusted professionals. Teachers also express strong confidence in the holistic environment provided for learners, with 100% reporting that students receive the comprehensive academic and social-emotional support necessary to thrive. Furthermore, Prestonwood staff appreciates having meaningful opportunities to contribute to campus decision-making and report clear access to essential classroom resources. As Prestonwood continues to build on these strong foundational accomplishments, campus leadership remains actively committed to empowering staff by refining professional development offerings, increasing regular instructional feedback, and enhancing clear communication across all campus policies.

Staff Quality, Recruitment, and Retention

Summary

Prestonwood Elementary maintains a dedicated and highly qualified instructional team committed to fostering student success and equitable academic growth across all grade levels. The campus benefits from a low student-to-teacher ratio of **14.2 to 1**, allowing educators to provide personalized Tier 1 instruction and targeted interventions for diverse learner populations, including Special Education (20.3%) and Emergent Bilingual (20.3%) students.

Prestonwood attracts seasoned educators who bring deep content knowledge and expertise in foundational literacy and mathematics, contributing to strong academic performance in Reading/Language Arts (64% Meets Grade Level) and Math (57% Meets Grade Level). Instructional staff actively collaborate with specialized interventionists and district specialists to implement scaffolded learning strategies for high-need student groups. Smaller class sizes enable strong student-teacher relationships, contributing to high overall daily attendance (96.2%) and a low chronic absenteeism rate (6.0%). Prestonwood is a PLC based campus that maintains a low teacher turnover rate of 3% by implementing peer mentorship programs, instructional coaching to support for new staff, and being responsive to staff needs.



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Grades that measure student performance based on the TEKS
- ☒ Intervention data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Foster Care data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data

- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Class size averages by grade and subject
- ☒ Enrollment trends
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-PESS data
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent and community partnership data

Support Systems and Other Data

- ☒ Communications data
- ☒ Study of best practices and high yield strategies
- ☒ Action research results
- ☒ Horizontal and vertical team alignments processes
- ☒ Technology and resource allocation data
- ☒ Enrichment course/materials
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents
- ☒ Focus Group(s) data



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: 100% of students will meet their academic and life ready growth goals.

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coach

TEA Priorities: Improve low-performing schools

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

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Strategy 2 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: 95-100% of students will complete the MAP assessment in reading and math at BOY, MOY, and EOY

Staff Responsible for Monitoring: Administrators
Instructional Coach
Classroom Teachers

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 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: 100% of students' utilizing SeeSaw (K-2) or Schoology (3-6) to track goals and provide evidence each quarter

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coach
Administrators

TEA Priorities: Improve low-performing schools

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

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Performance Objective 2

100% of staff will meet North Star Goal expectations

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: 100% of staff will meet or exceed their personal growth goals.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coach
Campus Staff

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

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: 100% of staff will meet or exceed their personal growth goals.

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Classroom Teachers

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 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.

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Performance Objective 3

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan and distribute a clear behavior response flowchart distinguishing between classroom-managed behaviors (e.g., minor disruptions, off-task behavior) and office-managed

offenses (e.g., safety threats, severe aggression), complete with a menu of required Tier I classroom interventions before making an administrative referral.

Strategy's Expected Result/Impact: Increased instructional time, reduced unnecessary discipline referrals, and consistent enforcement across all grade levels.

Staff Responsible for Monitoring: Campus Administrators, Counselors, Grade-Level Leads.

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

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Establish 3-5 core campus expectations (e.g., Safe, Respectful, Responsible) and explicitly teach, model, and practice these expectations across all school settings (classrooms, hallways, cafeteria, playgrounds) during the first three weeks of school and following extended breaks.

Strategy's Expected Result/Impact: Decreased Tier I behavioral infractions and consistent language used by all staff.

Staff Responsible for Monitoring: Campus PBIS/MTSS Committee, Administrators, Classroom Teachers.

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

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

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Implement a consistent campus-wide positive incentive system (e.g., token economy, house points, or praise notes) to regularly reinforce positive behavior choices for individual students, classes, and grade levels.

Strategy's Expected Result/Impact: Improved campus culture, higher student engagement, and proactive reinforcement of positive behaviors.

Staff Responsible for Monitoring: All Campus Staff

TEA Priorities: Improve low-performing schools

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

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Utilize MTSS Behavior Team to regularly review Tier 2 students and implement research-based Tier 2 interventions aligned to the district Behavior Framework.

Strategy's Expected Result/Impact: Increased identification accuracy and timely intervention for Tier 2 behavioral needs; reduction in Tier 2 behavioral incidents and office discipline referrals; improved progress-monitoring data tracking and growth toward individual student behavioral goals.

Staff Responsible for Monitoring: Campus MTSS Behavior Team, Administrators, Counselor, Behavior Specialists/Interventionists, and Classroom Teachers.

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 5 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increased awareness and campus-wide adoption of respectful behavioral expectations, leading to a noticeable improvement in overall campus culture, reduced peer/staff interpersonal conflicts, and a shared vocabulary for civility among students, staff, and visitors.

Staff Responsible for Monitoring: Campus Administrators, Counselors, PBIS/MTSS Committee, and Grade-Level Team Leads

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

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

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Performance Objective 4

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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: Increased academic growth and STAAR/MAP performance across targeted student populations and reduction in learning gaps through timely, targeted Tier 2/3 academic interventions.

Staff Responsible for Monitoring: Campus MTSS Academic Leads, Instructional Coach, Classroom Teachers.

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 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increased student academic growth and achievement through early identification, fidelity of HQIM implementation, and timely, data-driven intervention tracking in Branching Minds to close learning gaps.

Staff Responsible for Monitoring: Campus MTSS Academic Team, Administrators, Instructional Coach, and Classroom Teachers.

TEA Priorities: Improve low-performing schools

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

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Identify and progress monitor students in need of support using defined parameters for attendance, behavior, reading and math intensive courses, and course failures using Branching Minds.

Strategy's Expected Result/Impact: Early identification of at-risk students leading to timely, targeted Tier 2 and Tier 3 interventions; decreased content/subject failures and discipline referrals; improved overall attendance rates; and measurable academic growth in reading and math as tracked through Branching Minds progress monitoring data.

Staff Responsible for Monitoring: Campus Administrators, MTSS/Branching Minds Campus Lead, Counselor, and Classroom Teachers.

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

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

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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.

Strategy 1

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

Strategy's Expected Result/Impact: Full compliance with Texas Education Code requirements (allocating at least 80% of total counselor work time to direct and indirect student services); increased student access to individual/group counseling and character education; and improved social-emotional well-being and student readiness to achieve the North Star Goal.

Staff Responsible for Monitoring: Campus Administrators and Counselor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Implement Project Wisdom (character education programming) through Social Studies, required observance, Monday Morning Meetings, and KPAW announcements.

Strategy's Expected Result/Impact: Increased student understanding and demonstration of core character traits, leading to enhanced positive campus culture, reduced behavioral referrals, improved social-emotional skills, and active participation in state-mandated observances.

Staff Responsible for Monitoring: Campus Counselor, Administrators, Social Studies Teachers, and KPAW Facilitators.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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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: 100% of campus staff trained in Safer Minds, Safer Schools protocol, leading to increased staff awareness and early identification of student mental health and safety concerns, improved implementation of trauma-informed care strategies, and a safer and more supportive campus environment

Staff Responsible for Monitoring: Campus Administrators and Counselor

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 so students are equipped to meet their North Star Goal.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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: 100% of 4th and 5th-grade students will complete the Too Good for Drugs curriculum, demonstrating increased knowledge of health and wellness, improved peer-refusal and decision-making skills, and enhanced goal-setting strategies as evidenced by reduced behavioral referrals and student self-evaluations.

Staff Responsible for Monitoring: Counselor, Campus Administrators, Physical Education Teachers, and 4th and 5th Grade Classroom Teachers.

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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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 student awareness and knowledge regarding the health risks of e-cigarettes and tobacco use, leading to a reduction in campus vaping/substance infractions, improved health literacy, and enhanced overall physical wellness so 6th grade students remain healthy and engaged in their education to meet their North Star Goal.

Staff Responsible for Monitoring: Campus Administrators, Physical Education Teachers, 6th grade Science Teachers, Counselor, and School Nurse.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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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: Increased emergency readiness, rapid response coordination, and staff confidence during medical emergencies, resulting in quick response times and safe, effective execution of campus AED protocols.

Staff Responsible for Monitoring: Campus Nurse, Campus Emergency Response Team (ERT), and Campus Administrators.

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

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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: 100% compliance with TEC 37.115 state mandates through a fully trained, multidisciplinary Threat Assessment Team; proactive identification and assessment of potential behavioral threats; timely implementation of intervention plans; and a safer, more secure campus environment that supports student well-being and learning.

Staff Responsible for Monitoring: Campus Administrators, Campus Threat Assessment Team Members, Campus Security Officer, Counselor, and Student Services/District Safety & Security Lead.

ESF Levers: Lever 6: Campus Finance and Operations

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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 student awareness and recognition of mental health warning signs and suicide indicators; improved student self-efficacy in seeking help or reporting concerns for peers; a culture of connectedness and safety; contributing to overall campus health, wellness, and safety.

Staff Responsible for Monitoring: Campus Administrators, Counselor, Classroom Teachers, and Campus Crisis Response Team.

ESF Levers: Lever 3: Integrated Student Support Systems

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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: Smooth, structured reintegration of students returning from DAEP; decreased DAEP recidivism rates; improved attendance, behavior, and academic performance for targeted students; and enhanced social-emotional and wraparound support for high-risk students and their families.

Staff Responsible for Monitoring: Campus Administrators, DAEP Transition Case Manager, Counselor, MTSS Lead, and Grade Level Teachers.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 2

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

Performance Objective 1

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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: Improved instructional practices, increased alignment to district priority initiatives, elevated teacher retention through targeted growth support, and measurable student academic growth as evidenced by coaching logs, learning walk trends, PLC data, and formative/summative student assessments.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Instructional Coach, and Grade-Level Lead Teachers.

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 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: Increased teacher efficacy, improved implementation of high-quality instructional practices aligned with the Learner Growth Experience, enhanced staff retention and satisfaction through dedicated professional growth, and measurable student growth across all learning tiers.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Grade-Level Chairs, and Professional Learning Community (PLC) Facilitators.

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 5: Instructional Leadership and Capacity Building

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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: Actionable qualitative feedback from departing and current staff; identification of campus trends affecting retention; targeted adjustments to daily workload, school culture, and support systems; and a measurable decrease in voluntary staff turnover and increased or maintained staff retention rates.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Campus Climate/Culture Committee,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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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.

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Performance Objective 3

Develop and implement a performance management system on campus.

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

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: Increased employee retention, improved teacher instructional practices, higher rates of growth on staff performance evaluations, and accelerated student growth and achievement due to consistent, high-quality instruction and individualized coaching support.

Staff Responsible for Monitoring: Campus Administrators (Principal, Assistant Principals) and Instructional Coach.

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 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.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increased early literacy and numeracy skills, higher percentages of Pre-K students meeting or exceeding age-appropriate benchmark targets on progress monitoring assessments (e.g., CIRCLE/CLI Engage), improved student engagement through targeted differentiated instruction, and increased classroom teacher proficiency in small-group facilitation.

Staff Responsible for Monitoring: Campus Administrators, Early Childhood/Pre-K Instructional Coaches, and Pre-K Classroom Teachers.

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

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Strengthened Pre-K Tier 1 instructional practices, increased teacher effectiveness in delivering data-driven lessons, and a 4% annual increase in student CLI Engage letter recognition and numeracy scores by the end of the school year.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, and Pre-K Classroom Teachers.

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increased early literacy mastery and phonemic awareness, leading to higher percentages of PK-2nd grade students reading at or above grade level on mCLASS assessments and a reduction in the number of students requiring Tier 2 and Tier 3 reading interventions in upper elementary grades.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, and PK-2nd) Teachers

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

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

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increased percentage of students demonstrating mastery of place value concepts, fluent number identification, and computational fluency in addition and subtraction on formative assessments and end-of-year math benchmarks; reduced need for math intervention in PK-2.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, and Classroom Teachers.

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

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

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Performance Objective 2

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Increased language proficiency and academic growth for English Language Learners (ELLs/EB) across K-6; consistent progress monitoring and data-driven instructional adjustments; and higher performance on TELPAS and STAAR student outcome targets:
-Increase Hispanic student achievement on STAAR Math at the Meets Grade Level standard from 27% to 33%.
-Increase Hispanic student achievement on STAAR Reading at the Meets Grade Level standard from 34% to 39%.
-Increase the percentage of Hispanic students demonstrating growth of one performance level on STAAR Math from 50% to 69%.
-Increase the percentage of Hispanic students demonstrating growth of one performance level on STAAR Reading from 48% to 60%.
-An increase in STAAR Math student performance for the High Focus (EB) student group from 51% to 64%, demonstrating growth of one performance level.
-An increase in STAAR Reading student performance for the High Focus (EB) student group from 51% to 61%, demonstrating growth of one full performance level.

Staff Responsible for Monitoring: Campus Administrators, Linguistic Acquisition Teachers (LATs), LITE, and K-6 Classroom Teachers.

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

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

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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: 100% compliance in special education service delivery documentation and lesson planning on the Data Dashboard; increased fidelity of IEP implementation; timely identification of instructional needs; and improved academic and behavioral outcomes for special education students through targeted quarterly coaching and support.

Staff Responsible for Monitoring: Campus Administrators, Special Education Department Lead, and Special Education Teachers.

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

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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: Increased academic growth and advanced performance levels on state assessments for Gifted and Talented (GT) students; higher student engagement through enriched and depth/complexity-focused instruction; and enhanced teacher execution of differentiated GT curricula and extensions.

Staff Responsible for Monitoring: Campus Administrators, Advanced Academics/GT Specialist, and Instructional Coach

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

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Utilize targeted math scaffolding tools (e.g., concrete-representational-abstract instruction, visual graphic organizers, and Read, Draw, Write problem solving strategies) across general education and resource math environments for all students, with an emphasis on Special Education students.

Strategy's Expected Result/Impact: Enhanced problem-solving confidence and critical thinking skills; higher percentage of Special Education students reaching the Approaches and Meets Grade Level standards on STAAR Math; and improved retention of key math concepts.

-Increase Special Education student group student achievement on STAAR Math at the Meets Grade Level standard from 22% to 29%.

--An increase in STAAR Math student performance for the High Focus (SpEd) student group from 22% to 29% at the Meets performance level.

--An increase in STAAR Math student performance for the High Focus (SpEd) student group from 51% to 64%, demonstrating growth of one performance level.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Resource Math Teachers, Inclusion Teachers, and Classroom Teachers

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

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

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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.

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

Address and increase STAAR performance in 3rd grade Math and Reading by embedding structured foundational literacy routines (phonics, vocabulary, and evidence-based comprehension models) and concrete-representational-abstract math instruction across all Tier 1 3rd-grade classrooms and implement bi-weekly STAAR-aligned formative quick checks and item-type processing strategies (e.g., multi-select, inline choice, drag-and-drop) during daily Tier 1 core instruction to build task familiarity and mastery of grade-level standards.

Strategy's Expected Result/Impact: Higher percentage of 3rd-grade students reaching Meets and Masters on STAAR Reading and Math per BOT goals.
-Increase 3rd grade student achievement on STAAR Math at the Meets Grade Level standard from 68% to 69%.
-Increase 3rd grade student achievement on STAAR Reading at the Meets Grade Level standard from 53% to 56%.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, and 3rd-Grade Teachers.

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

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

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

Implement district-adopted High-Quality Instructional Materials (HQIM) across K-5 Reading and Grades 6 Math through bi-weekly coaching cycles, instructional walk-throughs, and differentiated professional learning focused on fidelity of implementation and lesson internalization aligned with the RISD Learner Framework.

Strategy's Expected Result/Impact: Increased fidelity of HQIM implementation across K-5 Reading and 6th Grade Math; enhanced teacher capacity in lesson internalization and alignment with the RISD Learner Framework; improved student mastery of grade-level TEKS; and growth on local assessments (MAP) and STAAR performance targets.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, and K-5 Reading & 6th Grade Math Teachers.

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

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

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Strategy 3

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

Strategy's Expected Result/Impact: Increased teacher efficacy and alignment to HQIM curriculum frameworks; higher fidelity of grade-level TEKS delivery during Tier 1 instruction; improved student mastery on daily formative checks and unit assessments; and consistent, data-driven collaborative planning across all grade-level PLCs.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, PLC/Grade-Level Leads, and Content Area Teachers.

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

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

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Implement with fidelity the Data Driven Instruction (DDI) protocol and weekly data meetings, with 3rd-grade Reading and Math teachers to unpack assessment data, analyze student work samples, identify specific skill gaps, and immediately adjust Tier 1 instruction and re-teaching plans.

Strategy's Expected Result/Impact: Increased alignment of Tier 1 instruction to 3rd-grade STAAR Reading and Math TEKS; faster identification and remediation of learning gaps; improved formative assessment scores; and higher percentage of 3rd-grade students achieving Approaches, Meets, and Masters levels on MOY benchmark and STAAR assessments.

- Increase 3rd grade student achievement on STAAR Math at the Meets Grade Level standard from 57% to 59%.
- Increase 3rd grade student achievement on STAAR Reading at the Meets Grade Level standard from 63% to 65%.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, and 3rd-Grade Reading and Math Teachers.

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

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

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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: Increased campus administrative and instructional leadership capacity to analyze A-F accountability data, accurately monitor individual student domain growth, and proactively align campus Tier 1 instructional strategies to meet or exceed state accountability standards.

Staff Responsible for Monitoring: Campus Administrators, Assistant Area Superintendents, and Assistant Superintendent .
Executive Director, Area Assistant Superintendent, and Campus Principal

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

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Strategy 7

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: Increased principal instructional leadership capacity through targeted executive coaching; improved alignment and implementation of Tier 1 instructional priorities campus-wide; enhanced fidelity in observing, feedback, and supporting classroom instruction; and positive growth in overall campus student achievement data.

Staff Responsible for Monitoring: Executive Director/Area Superintendent, Campus Principal, and LIFT Grant Leadership Coaches.

TEA Priorities: Improve low-performing schools

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

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Performance Objective 4

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

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: Increased purposeful technology integration in Tier 1 instruction; reduced passive screen time; enhanced teacher confidence and application of I-Team professional learning strategies; and higher student engagement and academic growth.

Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Technology Specialist (I-Team), Instructional Coach, and Classroom Teachers.

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Implement, enhance, and expand the RISD Learning Framework by designing meaningful learning experiences that provide all students opportunities to develop and demonstrate competencies aligned with the RISD Graduate Profile by Integrating student-centered learning experiences--including goal-setting, inquiry-based projects, presentations and reflection routines--across all grade levels to operationalize the RISD Learning Framework and foster Graduate Profile competencies.

Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS through authentic application; alignment of classroom instruction with RISD Graduate Profile competencies; improved student engagement and ownership of learning

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, LITE, and Classroom Teachers.

TEA Priorities: Improve low-performing schools

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

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Strategy 3

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 parent and community awareness of campus specialized programming; enhanced student pride and agency through authentic public presentation of learning artifacts; positive campus perception during neighborhood tours; and higher recruitment and retention of students under the RISD "The ONE" initiative.

Staff Responsible for Monitoring: Campus Administrators, Fine Arts/Specialized Program Teachers, and Classroom Teachers.

TEA Priorities: Improve low-performing schools

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

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Performance Objective 5

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

Strategy 1

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

Strategy's Expected Result/Impact: Career Exploration through Biztown for 100% of 5th grade, targeted hands-on financial literacy and career exploration simulations; increased student understanding of budgeting, personal finance, and career pathways
PWE Career Day

Staff Responsible for Monitoring: Campus Administrators, 5th grade Teachers

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

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Campus will monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance rate of (Insert Target 25-26) or higher and reduce chronic absenteeism by (Insert Target 26-27).

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Strategy 3 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 96.62% or higher and

reduce chronic absenteeism by 2%

Strategy's Expected Result/Impact: Overall attendance rate will increase to 96.62% or higher; chronic absenteeism rate will decrease by at least 2%; improved instructional continuity and student engagement; and earlier identification and resolution of attendance barriers through targeted interventions.

Staff Responsible for Monitoring: Campus Administrators, Attendance Clerk, Counselor, and Classroom Teachers

TEA Priorities: Improve low-performing schools

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Performance Objective 6

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Strengthened campus leadership and teacher capacity through targeted coaching cycles; high fidelity implementation of RISD District Instructional Priorities; positive shift in campus climate and culture data; accelerated academic growth on district benchmarks and STAAR; and progress toward exiting TEA school improvement identification.

Staff Responsible for Monitoring: Campus Principal, Campus Instructional Coach, District School Improvement Leads, Executive Director/Area Superintendent.

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

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

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Strengthened instructional leadership and coaching capacity across campus leaders; increased fidelity in classroom observation and feedback cycles aligned to RISD Instructional Priorities; improved implementation of High-Quality Instructional Materials (HQIM) and data-driven PLC protocols; and accelerated academic achievement to exit school improvement status.

Staff Responsible for Monitoring: Campus Principal, Instructional Leadership Team (ILT), Executive Director/Area Superintendent, LIFT Grant Leadership Coaches, and Region 10 School Improvement Specialists.

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

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

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

Performance Objective 1

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

Strategy 1

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

Strategy's Expected Result/Impact: Strengthened community ties and new business partnerships and enhanced community awareness of campus instructional needs and the North Star Goal

Staff Responsible for Monitoring: Campus Principal and District Communications & Community Relations Team.

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Performance Objective 2

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

Strategy 1

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

Strategy's Expected Result/Impact: Increased family engagement, campus-wide transparency, and parent contactability reaching the 100% target; consistent and centralized communication across all student demographic groups

Staff Responsible for Monitoring: Campus Principal, Assistant Principals, and Campus Webmaster/Communications Insider

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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: Reaching 100% parent contactability across all campus communications; increased parent and community participation in school events; enhanced positive perception of campus culture; and strengthened partnerships with local business partners, neighborhood associations, and volunteers.

Staff Responsible for Monitoring: Campus Administrators, Campus Communications/Insider, Executive Assistants, and Community/PTA.

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Performance Objective 3

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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: 100% of parents/guardians will receive and acknowledge their student's individualized academic and behavioral growth goals during fall conferences; and increased parent engagement and home-school collaboration.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, and Classroom Teachers.

TEA Priorities: Improve low-performing schools

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: 100% compliance with district financial policies and audit standards; elimination of cash-handling and purchasing errors;and increased operational efficiency across campus activities and departments.

Staff Responsible for Monitoring: Campus Principal, Executive Assistant, Grade Level/Department Chairs

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: Reduced campus energy consumption and utility operational costs and enhanced staff and student awareness of sustainability practices

Staff Responsible for Monitoring: Campus Administrators, Head Custodian, and District Energy & Facility Services Coordinators.

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.

Strategy 1

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

Strategy's Expected Result/Impact: Full legal compliance with Texas SB 12 parental rights requirements; transparent campus-to-parent communication regarding health services, counseling, and club participation; seamless implementation of parent consent/opt-out protocols across campus systems

Staff Responsible for Monitoring: Campus Administrators, Student Data Specialist, School Nurse, Counselor, and Student Activity/Club Sponsors.

TEA Priorities: Improve low-performing schools

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: 100% staff and student proficiency with Standard Response Protocol (SRP) safety procedures (Evacuate, Hold, Lockdown, Shelter, and Secure); reduced drill execution times; improved campus emergency preparedness; and a safe, well-coordinated learning environment.

Staff Responsible for Monitoring: Campus Administrators, Campus Safety/Security Officer, District Safety Coordinator, and All Campus Staff.

ESF Levers: Lever 6: Campus Finance and Operations

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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: Increased emergency preparedness and safety protocol awareness for all staff and students; 100% compliance with district safety drill expectations; rapid, coordinated response execution during potential crisis situations; and a secure, supportive campus environment.

Staff Responsible for Monitoring: Campus Administrators, Campus Safety/Emergency Response Team, School Security Officer, and All Campus Staff.

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 3

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

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: 100% student device accountability with accurate inventory tracking; enhanced student digital safety and online responsibility through full digital citizenship compliance by the end of Q1; and expedited technology support with reduced ticket resolution times across campus classrooms.

Staff Responsible for Monitoring: Campus Principal, Elementary Technology Specialist, Instructional Coach, Library Media Specialist / Instructional Technology Specialist, and Classroom Teachers.

ESF Levers: Lever 6: Campus Finance and Operations

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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: Safe, timely, and seamless completion of Bond 2025 campus upgrades and tech/resource installations; minimal disruption to daily Tier 1 instruction and campus operations; and enhanced, modernized learning environments and physical facilities for students and staff.

Staff Responsible for Monitoring: Campus Principal, Assistant Principals, Campus Operations/ Facilities Liaison, District Facilities & Capital Projects Managers, and Technology Director

ESF Levers: Lever 6: Campus Finance and Operations

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