

Richardson Independent School District



RISD Academy

2026-2027 Campus Improvement Plan

Mission Statement

To provide a nurturing, positive, sustainable culture that inspires and prepares all stakeholders to connect, learn, grow, and succeed.

Vision

Where ALL scholars are valued, challenged, and encouraged in a caring and collaborative environment.

Value Statement

Respect, Integrity, Service, Determination, Acceptance, Compassion, and Empathy.

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Goals

Goal 1

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

Performance Objective 1

100% of students will meet North Star Goal expectations.

Evaluation Data Source: Schoology
Seesaw
EOY Data

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: Quarterly goal reflections will show consistent, measurable progress in student achievement data and life-ready competencies, ensuring all students are on track to meet North Star expectations.

Staff Responsible for Monitoring: Teachers
Administration

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2

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

Strategy's Expected Result/Impact: High-fidelity administration across all three windows will yield reliable Reading and Math growth metrics, allowing teachers and leadership teams to identify learning gaps, evaluate instructional effectiveness, and ensure students meet or exceed individual projected growth targets.

Staff Responsible for Monitoring: Teachers
Instructional Leadership Team
Administration

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 3

Utilize Schoology for students to set and track goals. Four artifacts added to the Schoology Portfolio -- one per quarter.

Strategy's Expected Result/Impact: Systematic quarterly updates to Schoology Portfolios will foster student ownership and self-advocacy, providing clear, documented evidence of individual growth and goal attainment across the school year.

Staff Responsible for Monitoring: Instructional Leadership Team
Administration
iTeam Specialist

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

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

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Performance Objective 2

100% of staff will meet North Star Goal expectations

Evaluation Data Source: Schoology portfolio
Strive Goal Setting
EOY Data

Strategy 1

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

Strategy's Expected Result/Impact: Targeted professional growth planning across priority T-TESS dimensions will result in improved instructional practices, documented growth during mid-year and end-of-year conferences, and enhanced teacher effectiveness.

Staff Responsible for Monitoring: Staff members
Administration

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

Utilize Schoology for teachers to set and track goals. Four artifacts added to the Schoology Portfolio -- one per quarter.

Strategy's Expected Result/Impact: Progress monitoring system for all goals through collection of aligned evidence

Staff Responsible for Monitoring: All Staff
Administration

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 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: Dedicated every-9-weeks collaborative time will foster peer feedback, professional reflection, and continuous improvement, ensuring staff consistently document and achieve their annual growth targets.

Staff Responsible for Monitoring: All Staff
Administration

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 4 Additional Targeted Support Strategy

Provide differentiated support for students needing enrichment or remediation by providing Saturday school and tutoring.

Strategy's Expected Result/Impact: Consistent attendance in targeted tutoring and Saturday school programs will accelerate academic achievement, resulting in a 10%+ increase in MAP growth goal attainment and measurable gains on district/state formative assessments.

Staff Responsible for Monitoring: Administration team, Success Coaches.

Title I: 2.5.1

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

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.

Strategy's Expected Result/Impact: Support of all students and staff members to ensure growth for all

Staff Responsible for Monitoring: Administration
Instructional Leadership Team
Student Support Team

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

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: Support of all students and staff members to ensure growth for all

Staff Responsible for Monitoring: Administration
ILT
Behavior Support Team
Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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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: Increased awareness and consistent use of the Code of Civility across the campus.

Staff Responsible for Monitoring: Administration
All Staff

TEA Priorities: Improve low-performing schools

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

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Strategy 4

Implement positive behavioral incentive system to support schoolwide discipline management

system: Positive office referrals, STARS Rally, feedback boards, STAR store

Strategy's Expected Result/Impact: Improve student culture of high levels of learning, safety, respect, and responsibility

Staff Responsible for Monitoring: Administration
Staff
Parent Liasion

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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Performance Objective 4

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

Strategy 1 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 performance among at-risk / Comp Ed eligible students, reducing the performance gap.

Staff Responsible for Monitoring: Administration
Student Support Team
SPED/Counseling Department

TEA Priorities: Build a foundation of reading and math, 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

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: All students receive high quality Tier 1 instruction

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

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

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Strategy 3 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: Capture students in need of additional support proactively

Staff Responsible for Monitoring: Administration
Student Support Team
MTSS Committee

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

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Strategy 4

Address Title 1 (10) components based on needs assessment: personnel for targeted tutoring, subs for extended planning time for teachers, and professional development for staff aligned to campus and district goals

Strategy's Expected Result/Impact: Improved Student Outcomes

Staff Responsible for Monitoring: Principal
Title 1 PFE Liaison

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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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 implementation of comprehensive direct counseling services, leading to increased student access to academic and social-emotional interventions, reduced counseling-related discipline referrals, and progress toward individual growth goals.

Staff Responsible for Monitoring: Administration
Counseling Team

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

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

Strategy's Expected Result/Impact: Consistent implementation of Project Wisdom will foster positive character development, resulting in improved campus climate, increased pro-social behaviors, and a decrease in discipline referrals.

Staff Responsible for Monitoring: Administration
Counseling Department

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 3

Deliver Safer Minds, Safer Schools training to all campus staff in order to support comprehensive student wellness.

Strategy's Expected Result/Impact: Increased staff confidence and skill in using proactive de-escalation strategies
Improved safety and support for students and staff

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Performance Objective 6

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

Strategy 1

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

Strategy's Expected Result/Impact: 100% of 4th and 5th-grade students will complete the Too Good for Drugs curriculum, demonstrating mastery of decision-making, goal-setting, and peer-refusal strategies.

Staff Responsible for Monitoring: Counselors
Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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: Successful execution of both emergency drills will improve response times, refine campus ERT roles, and ensure seamless coordination during life-saving procedures and heart-health emergencies.

Staff Responsible for Monitoring: Administration
Campus Nurse

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 3

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

Strategy's Expected Result/Impact: Establishment of a trained Campus Threat Assessment Team that systematically evaluates potential threats, implements targeted intervention plans, and maintains a proactive, safe learning environment.

Staff Responsible for Monitoring: Administration
Counseling Department

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 4

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 of suicide warning signs and confidence in seeking help for themselves or others.

Staff Responsible for Monitoring: Administration
Counseling Department

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 5

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: Increased successful reintegration into the home campus and improved long-term student outcomes

Staff Responsible for Monitoring: Administration
Counseling Department

TEA Priorities: Improve low-performing schools

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

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Strategy 6

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

Strategy's Expected Result/Impact: Increased student awareness of the risks of vaping and skills to make healthy, informed choices

Staff Responsible for Monitoring: Administration
Counseling Department

TEA Priorities: Improve low-performing schools

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Goal 2

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

Performance Objective 1

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

Strategy 1 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: Teachers will demonstrate increased implementation of district-aligned instructional practices, as evidenced through learning walks, coaching cycles, and teacher feedback, resulting in improved student engagement and academic growth.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team
Region 10 LIFT Coach

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 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: Teachers will consistently implement the Learner Growth Experience practices in classroom instruction, as evidenced through learning walks and student learning experiences.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

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

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

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

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: Build a healthy staff culture
Recruit and retain high quality staff

Staff Responsible for Monitoring: Administration

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

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

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Strategy 2

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: Climate survey scores in identified areas will improve, with increased staff satisfaction and teacher retention as a result of targeted actions developed and monitored by the campus team.

Staff Responsible for Monitoring: Administration
SBDM Committee

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

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

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Strategy 3

Invest in Teacher Incentive Allotment programming to recruit, retain, and reward high performing classroom teachers

Strategy's Expected Result/Impact: Increase the recruitment and retention of high-performing teachers by recognizing and financially rewarding effective classroom instruction through the Teacher Incentive Allotment program.

Staff Responsible for Monitoring: Administration
TIA

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

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

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Strategy 4

Invest in teachers to build teacher leaders: Team Leads, Mentor Program, Extended Instructional Leadership Team

Strategy's Expected Result/Impact: Building capacity of teacher leaders

Staff Responsible for Monitoring: Administration

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Strategy 5

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: Retain high quality staff

Staff Responsible for Monitoring: Administration
ILT

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

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

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Performance Objective 3

Develop and implement a performance management system on campus.

Strategy 1

Conduct TTESS calibrations to increase rater reliability among evaluators on campus

Strategy's Expected Result/Impact: Increased consistency and accuracy in TTESS ratings and feedback across evaluators.

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

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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

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

Strategy's Expected Result/Impact: Pre-K students will receive daily, differentiated small-group instruction, resulting in measurable growth on early literacy and math diagnostic benchmarks from BOY to EOY.

Staff Responsible for Monitoring: Administration
Pre-K coach

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

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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: Increase letter recognition and numeracy scores for Pre-K students

Staff Responsible for Monitoring: Administration
PreK Coach

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

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

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Strategy 3

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

Strategy's Expected Result/Impact: Improve foundational skills for early literacy

Staff Responsible for Monitoring: Administration
ILT

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

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Strategy 4 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: Developing deep place value concepts and computational automaticity across early grades will establish strong foundational numeracy, directly driving overall math achievement.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

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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Performance Objective 2

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: High-fidelity implementation of the content-based ESL model and targeted LAT support will strengthen instructional practices, ensuring Emergent Bilingual students meet or exceed annual TELPAS progress targets and district growth goals.

Staff Responsible for Monitoring: Administration
ILT
LAT
RISD MET Team

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, 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

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

Strategy's Expected Result/Impact: Consistent monitoring and execution of content-based ESL strategies will refine differentiated instruction, close language acquisition gaps, and increase student achievement in core content areas.

Staff Responsible for Monitoring: Administration
Bilingual Teachers
Language Allocation Teacher

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, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3

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

Strategy's Expected Result/Impact: Quarterly review of Data Dashboard documentation will enable leadership to deliver targeted coaching and instructional support, ensuring special education students make measurable progress toward their individual IEP goals and benchmark targets.

Staff Responsible for Monitoring: Administration
Instructional Support Specialist

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 4

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

Strategy's Expected Result/Impact: Consistent implementation of GT curricula and extension strategies will increase classroom depth and complexity, enabling advanced learners to meet or exceed individual projected growth targets.

Staff Responsible for Monitoring: Administration
Advanced Learning Teacher

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

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

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Performance Objective 3

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

Strategy 1

The percent of all students who score at the meets level in 3rd grade Math will grow from 36% to 46% by June 2027 in support of the RISD Board Goal of 55%

Strategy's Expected Result/Impact: Enhanced Tier 1 instruction and data-driven progress monitoring will accelerate math concept mastery, increasing the proportion of 3rd graders scoring at or above "Meets Grade Level" and aligning with long-term district Board goals.

Staff Responsible for Monitoring: Administration
ILT

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

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Strategy 2 Targeted Support Strategy

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

Fidelity of implementation of HMH, Bluebonnet - adherence to pacing, at the level of the TEK including regular opportunities to listen, speak, read and write.

Strategy's Expected Result/Impact: Consistent implementation of HQIM and continuous staff training will increase instructional rigor, ensure TEKS-aligned curriculum delivery across all grade levels, and drive gains in student math proficiency.

Staff Responsible for Monitoring: Administration
ILT

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: Deep lesson internalization and collaborative planning will strengthen Tier 1 instruction, ensure high-fidelity delivery of HQIM, and accelerate student academic growth across grade levels.

Staff Responsible for Monitoring: Administration
ILT

TEA Priorities: Recruit, support, retain teachers and principals, 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 Additional Targeted Support Strategy

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: High-fidelity execution of weekly Data-Driven Instruction cycles will enable real-time instructional adjustments in 3rd grade Math and Reading, maximizing student growth scores (Domain 2) and meeting federal Closing the Gaps indicators (Domain 3) required to exit campus School Improvement status.

Staff Responsible for Monitoring: Administration
ILT

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 5 Targeted Support Strategy

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: Increase Principal capacity

Staff Responsible for Monitoring: Administration
Region 10 LIFT coach

TEA Priorities: Improve low-performing schools

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

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Strategy 6 Targeted Support Strategy

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 leadership capacity to analyze state accountability standards and track student growth data, leading to targeted action plans for historically lower-performing student groups and gains across Domain 1 (Achievement), Domain 2 (Growth), and Domain 3 (Closing the Gaps).

Staff Responsible for Monitoring: Administration
ILT

TEA Priorities: Improve low-performing schools

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

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Strategy 7

The percent of students in 3rd grade who score at the meets level or above on STAAR Reading will increase from 33% to 41% by June 2027 in support of the RISD Board Goal of 60%

Strategy's Expected Result/Impact: Targeted reading instruction and progress monitoring will close foundational reading gaps, increasing the percentage of 3rd-grade students reading at or above grade level and maintaining steady progress toward the 60% RISD Board Goal.

Staff Responsible for Monitoring: Administration
ILT

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, Lever 4: Academic Experience: High Quality Instructional Materials, 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: Decrease passive screen time

Staff Responsible for Monitoring: Administration
I-Team member

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

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

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Strategy 2

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

Strategy's Expected Result/Impact: Learning experiences will become more robust and develop the whole child

Staff Responsible for Monitoring: Administration
ILT
AVID Site Team

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: Continue to be the premier choice for our neighborhood families

Staff Responsible for Monitoring: Administration

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

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

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Performance Objective 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.
Career Exploration through Biztown for 100% of 5th grade

Strategy's Expected Result/Impact: Career exploration through Biztown for 100% of 5th graders

Staff Responsible for Monitoring: Administration
5th Grade Teachers

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

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

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Strategy 2

Increase 26-27 Attendance rates to 96% through: Attendance conferences, Attendance Awareness Month, Student celebration

Strategy's Expected Result/Impact: Administration

Staff Responsible for Monitoring: Increase attendance rates

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 6

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

Strategy 1

Campus will participate in and implement the Additional Days School Year (ADSY) program through an enhanced summer learning model that provides targeted academic acceleration, enrichment opportunities, and ongoing progress monitoring aligned to identified student needs and district priorities.

Strategy's Expected Result/Impact: Campus will participate in and implement the Additional Days School Year (ADSY) program through an enhanced summer learning model that provides targeted academic acceleration, enrichment opportunities, and ongoing progress monitoring aligned to identified student needs and district priorities.

Staff Responsible for Monitoring: Administration
ADSY

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 2

School Improvement and Title I 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.

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Strategy 3 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: Increase Instructional Leadership Team capacity to support and develop teachers

Staff Responsible for Monitoring: Administration
ILT
Region 10 LIFT coach

TEA Priorities: Improve low-performing schools

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

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Strategy 4 Targeted Support Strategy

Additional opportunities for intervention and enrichment will be provided throughout the year to close the gaps for our students through Targeted Tutoring (After school) and Saturday School

Strategy's Expected Result/Impact: Improved student outcomes

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

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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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: Increased business and community engagement

Staff Responsible for Monitoring: Administration
RISD Strategy and Engagement Team

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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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: Improved communication methods

Staff Responsible for Monitoring: Administration

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

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

Strategy's Expected Result/Impact: Increased community engagement

Staff Responsible for Monitoring: Administration
RISD Insider
RISD Strategy and Engagement Team

TEA Priorities: Improve low-performing schools

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

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Performance Objective 3

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

Strategy 1

Share student individual growth targets and progress updates during fall parent-teacher conferences and distribute home-support strategy guides through weekly ParentSquare newsletters.

Strategy's Expected Result/Impact: 100% of parents know their student's individual growth goals

Staff Responsible for Monitoring: Administration

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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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

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

Strategy's Expected Result/Impact: Increased consistency and compliance with parental rights requirements across campuses.

Staff Responsible for Monitoring: Administration
Parent Liasion

TEA Priorities: Improve low-performing schools

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

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Strategy 2

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

Strategy's Expected Result/Impact: Increase campus emergency preparedness

Staff Responsible for Monitoring: Administration
Rapid Response Team

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 3

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

Strategy's Expected Result/Impact: Increased campus emergency preparedness

Staff Responsible for Monitoring: Administration
Rapid Response Team

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 4

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

Strategy's Expected Result/Impact: Increase financial effectiveness

Staff Responsible for Monitoring: Administration
Executive Assistant

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

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: Increase student digital citizenship

Staff Responsible for Monitoring: Administration

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

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Performance Objective 3

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: Implement Bond 2025

Staff Responsible for Monitoring: Administration

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

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