

Richardson Independent School District



Richardson Heights Elementary

Accountability Rating: C

Distinction Designation:
Academic Achievement in English Language Arts/Reading

2026-2027 Campus Improvement Plan

Mission Statement

Prepare all children for their future by providing intentional instruction to promote personal and academic growth for all students.

Vision

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

Value Statement

Richardson Heights Elementary is a place where everyone belongs, everyone strives for excellence, and everyone succeeds together.

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Comprehensive Needs Assessment

Demographics

Summary

Richardson Heights Elementary is located in a small community in the northwest side of Richardson, TX. Heights has about 476 students enrolled as of 9/1/24. There are nearly 75 staff members, including all teaching staff, cafeteria workers, and custodians. 95% of our classroom teachers hold a Texas teaching certification and are considered highly qualified. We are a bilingual campus with self-contained bilingual classrooms from pre-kindergarten to fifth grade. We have a special education program with a focus on student behaviors. We offer a resource setting for students who require special education services.

The demographics of Richardson Heights students are: (source 2023 TAPR)

- 48.1% Hispanic
- 37.4% White
- 8.7% African American
- 3.6% Asian
- 2.0% other (multiple and unknown)
- 50.6% Male
- 49.4% Female
- 54.4% Econ Disadvantaged
- 38.9% Emergent Bilingual

The demographics of Richardson Heights staff are: (source 2023 TAPR)

- 53 Total Staff
- 84.7% Professional Staff
- 13.7% Educational Paraprofessionals
- 3% African American
- 25% Hispanic
- 63.4% White
- 5.7% Asian
- 3% Two or more races
- 10.7% Male
- 89.3% Female
- 30% 0-5 Years Experience
- 12% 6-10 Years Experience
- 37% 11-20 Years Experience
- 15% 21-30+ Years Experience

Strengths

We pride ourselves in our diversity and the cultural perspectives that strengthen our ability to help students learn and connect to the real world around them. 96% of our students attend school regularly. We encourage parents to be active in our school and to support their students in their growth and learning needs. One of our school goals is to encourage a stronger partnership with our bilingual Spanish-speaking parents.

Student Learning

Summary

Richardson Heights is committed to supporting all students in growing and achieving their goals. We use multiple data points in order to determine the best course of action to help support student growth and learning needs.

Strengths

Reading Growth on MAP: Fall to Spring

- 2nd grade 68%
- 3rd grade 62%.

Spanish Reading Growth on MAP: Fall to Spring

- K-4th grade 61%
- 2nd grade 68%
- 3rd grade 62%
- 4th grade 64%

Math Growth on MAP

- 1st grade 70%
- 3rd grade 59%
- 6th grade 55%

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	All students are not yet meeting growth goals.	After analyzing our student data, there are indications that our Tier 1 students need enrichment and more advanced critical thinking skills to help promote growth.

★ = Priority

School Processes & Programs

Summary

At Heights, we offer a variety of student programs and services to support student learning, to provide a well-rounded education, and to create a safe and healthy learning environment. Those programs include, but are not limited to:

- Dyslexia Services
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- Multilingual Services
- Pre-K Services
- Response to Intervention
- Special Education Services
- Student Services
- Individual and Group Tutoring
- Clubs
- Extracurricular activities

Strengths

Our staff is highly committed to the success of each student, by working collaboratively to support student growth.

A culture of high expectations and positive attitudes among the staff have created a supportive and collaborative culture that encourages the growth of all on our campus. Our campus culture supports a positive learning environment where students' academic, social, and emotional needs are met.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Processes and programs need to continue to meet the academic needs of all students so all students can meet or exceed their growth goals.	

★ = Priority

Perceptions

Summary

Richardson Heights is committed to providing supportive and collaborative cultural awareness among students, staff, families, and the community. We encourage stakeholder involvement and feedback as well as offering a variety of ways for the family and community to offer support as a volunteer, member of our site-based committee, and member of our PTA.

Strengths

All teachers and staff members understand their role in implementing our school's actions. Our campus bases its action on the core beliefs of the district.

Problem Statements Identifying Perceptions Needs

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

★ = Priority



Goals

Goal 1

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

Performance Objective 1

100% of students will meet North Star Goal expectations.

Evaluation Data Source: MAP Growth; STAAR assessment data; district/campus common assessment data; Branching Minds progress-monitoring data; student Seesaw/Schoology Portfolio evidence; MTSS data; attendance 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: Students will understand their individual academic and life-ready goals, take ownership of their growth, and regularly reflect on evidence of progress toward those goals. Students will be able to articulate what they are working to achieve and identify actions they can take to move toward their goals.

Staff Responsible for Monitoring: Campus Administration; Lead Academic Success Coach; Counselors; TeachersG

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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: At least 95% of eligible students will complete MAP Growth assessments at BOY, MOY, and EOY, providing consistent data to identify student strengths and needs, monitor individual growth, and inform instructional planning and intervention. Teachers and campus leaders will use assessment results to adjust instruction and support students in progressing toward their individual growth goals.

Staff Responsible for Monitoring: Campus Administration; Lead Academic Success Coach; Counselors; Teachers; Technology team members

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Strategy 3

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

Strategy's Expected Result/Impact: Students will maintain an ongoing digital portfolio that documents their individual goals and evidence of progress throughout the school year. Quarterly artifacts will provide students and teachers with opportunities to reflect on growth, celebrate progress, and identify next steps toward achievement and Graduate Profile goals.

Staff Responsible for Monitoring: Campus Administration; Lead Academic Success Coach; Counselors; Teachers; Technology team members

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Performance Objective 2

100% of students will meet North Star Goal expectations.

Evaluation Data Source: T-TESS goal-setting and evidence aligned to priority dimensions; Schoology staff goal portfolios/artifacts; PLC and collaborative planning documentation; Student achievement and growth data connected to staff goals; Walkthrough, observation, and feedback data; MAP Growth and STAAR data, as applicable to individual staff goals

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: All staff will establish a focused professional growth goal aligned to district priorities and use evidence to monitor progress throughout the year. Middle- and end-of-year conferences will provide opportunities for reflection, feedback, and adjustment of action steps to support continuous professional growth and improved instructional practice.

Staff Responsible for Monitoring: Campus Administration; Lead Academic Success Coach

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Strategy 2

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

Strategy's Expected Result/Impact: Teachers will maintain a digital portfolio that documents their professional growth goals and evidence of progress throughout the school year. Quarterly artifacts will support ongoing reflection, feedback, and adjustment of action steps, creating a consistent system for monitoring progress toward individual and campus priorities.

Staff Responsible for Monitoring: Campus Administration; Lead Academic Success Coach; iTeam Members

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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: Staff will regularly reflect on professional growth, update evidence of progress, and use peer examples to identify effective practices and next steps. Designated collaboration time will increase accountability for professional goals and support a consistent campus-wide culture of continuous improvement.

Staff Responsible for Monitoring: Campus Administration; Lead Academic Success Coach; Leadership Team

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Performance Objective 3

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

Evaluation Data Source: Branching Minds MTSS behavior data and progress-monitoring records; Office discipline referral (ODR) and discipline data; Attendance and tardy data; Tier 2/3 behavior intervention plans and progress-monitoring documentation; MTSS Behavior Team meeting notes and student review records; Behavior incident and referral trends disaggregated by grade level and student group; Tier I behavior expectations/discipline plan implementation data; Counselor and behavior support documentation; Staff feedback and implementation evidence related to campus behavior systems

Strategy 1

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan. Campus will follow systems for Legendary Wildcat Tickets, positive office referrals, Student of the Month, and behavior reinforcement. Campus will follow RISD Discipline Matrix and Student Code of Conduct. Tier 1 Team will provide training for staff members and monitor documentation monthly.

Strategy's Expected Result/Impact: Students and staff will have a shared understanding of campus behavior expectations and consistent responses to behavior. Consistent implementation of Tier I systems will increase positive student behavior, reduce preventable behavior incidents, and provide a predictable, supportive learning environment for all students.

Staff Responsible for Monitoring: Campus Administration; Counselors; Lead Academic Success Coach; Teachers; MTSS Team; Tier 1 Team

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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: Tier 2 students will receive timely, targeted behavioral interventions based on identified needs. Regular review of student data will allow the team to monitor intervention effectiveness, adjust supports as needed, and increase students' ability to successfully engage in the learning environment.

Staff Responsible for Monitoring: Campus Administration; MTSS Team; Counselors; Teachers; Lead Academic Success Coach; District Behavior Specialists

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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: Students, staff, and families will have a clear and consistent understanding of the expectations outlined in the Code of Civility. Consistent messaging across the campus will reinforce respectful interactions, strengthen a positive school culture, and support a safe and welcoming learning environment.

Staff Responsible for Monitoring: Campus Administration; Counselors; Lead Academic Success Meeting; Teachers; Leadership Team

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Performance Objective 4

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

Evaluation Data Source: Branching Minds MTSS academic data and progress-monitoring records; MAP Growth BOY/MOY/EOY and progress-monitoring data; STAAR assessment data and STAAR WIN Plan progress; CIA data; WIN/intervention and small-group student progress data; PLC/Student Data Meeting documentation and student work analysis; MTSS team meeting notes and student review records

Strategy 1

Implement improved tiered systems of support for students identified at-risk (economically disadvantaged, failed STAAR, McKinney Vento, emerging bilingual, special education).

Strategy's Expected Result/Impact: Students identified as at-risk will receive timely, targeted academic and/or behavioral supports based on individual needs. Consistent progress monitoring and data-based adjustments will increase student growth and achievement while reducing performance gaps among identified student groups.

Staff Responsible for Monitoring: Campus Administration; Lead Academic Success Coach; MTSS Team; Tier 1 Team; Counselors; SPED Staff; Leadership Team

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Strategy 2

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

Strategy's Expected Result/Impact: Students identified as needing accelerated learning or intensive intervention will receive timely, targeted support using district-approved High Quality Instructional Materials. Regular progress monitoring in Branching Minds will allow staff to evaluate intervention effectiveness, adjust supports based on student data, and accelerate student academic growth.

Staff Responsible for Monitoring: Campus Administration; Lead Academic Success Coach; MTSS Team; Tier 1 Team; Teachers; District Interventionists; Language Acquisition Teacher

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Strategy 3

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

Strategy's Expected Result/Impact: Students meeting defined risk parameters will be identified early and consistently monitored through Branching Minds. Staff will use current data to identify student needs, implement appropriate supports, and adjust interventions in a timely manner, resulting in improved attendance, behavior, academic performance, and successful course completion.

Staff Responsible for Monitoring: Campus Administration; MTSS Team; Teachers; Counselors; Lead Academic Success Coach; Language Acquisition Team

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Strategy 4

Utilize Title I resources and services to address identified academic and instructional needs of students, with a focus on students at risk of not meeting grade-level standards.

Strategy's Expected Result/Impact: Title I resources and supports are aligned to identified campus needs and are used to provide targeted academic support, instructional resources, and family engagement opportunities that increase student achievement and reduce achievement gaps.

Staff Responsible for Monitoring: Campus Administration; Lead Academic Success Coach; Title I Coordinator; MTSS Team; Tier 1 Team; Teachers; District Interventionists; Language Acquisition Teacher

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Performance Objective 5

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

Evaluation Data Source: Comprehensive School Counseling Program implementation data and annual plan; Counselor direct-service logs and student support documentation; Project Wisdom implementation records; Trauma-informed care training and implementation evidence; Student behavior, discipline, and attendance data; Student support/MTSS data and intervention records; Student climate, belonging, and/or well-being survey data; Character education participation and implementation documentation; Student North Star Goal evidence connected to social-emotional growth and Graduate Profile development

Strategy 1

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

Strategy's Expected Result/Impact: Students will have consistent access to required counseling services that address academic, personal/social, and postsecondary readiness needs. Direct services will support students in developing the skills, knowledge, and self-awareness necessary to make progress toward their North Star Goals and successfully engage in learning.

Staff Responsible for Monitoring: Campus Administration; Campus Counselors; District Counseling Staff

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Strategy 2

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

Strategy's Expected Result/Impact: Students will receive consistent character education experiences that reinforce positive decision-making, responsible citizenship, and the character traits necessary to support their academic and life-ready goals. Consistent implementation across classrooms will strengthen a shared campus culture and provide students with opportunities to apply character concepts in their daily interactions and learning.

Staff Responsible for Monitoring: Campus Administration; Campus Counselors; Social Studies Teachers; Classroom Teachers; LASC

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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 will complete the required Safer Minds, Safer Schools training and demonstrate increased awareness of strategies for supporting student wellness. Staff will be better equipped to recognize student needs, respond appropriately, and connect students with appropriate campus supports, strengthening a safe and supportive learning environment.

Staff Responsible for Monitoring: Campus Administration; Campus Counselors; District Counseling Support Staff; Campus Mental Health/Wellness Team

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Performance Objective 6

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

Evaluation Data Source: Student health and wellness records/data; Attendance and tardy data; Nurse visits and health service documentation; Counselor direct-service logs and student support documentation; Student climate, belonging, and/or well-being survey data; MTSS student support and intervention records; Behavioral and discipline data; Comprehensive School Counseling Program implementation data; Student participation in wellness, character education, and social-emotional learning activities; Student North Star Goal progress and evidence

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: Students in grades 4-5 will participate in the Too Good for Drugs curriculum and develop age-appropriate skills in goal-setting, responsible decision-making, and resisting negative peer influence. Students will demonstrate increased knowledge and application of these skills in ways that support healthy choices, positive relationships, and progress toward their North Star Goals.

Staff Responsible for Monitoring: Campus Administration; Campus Counselors; Classroom Teachers; Health/Wellness Staff; SLT

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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: Students in 6th Grade will participate in evidence-based prevention lessons designed to increase knowledge and skills related to making healthy decisions and resisting risky behaviors. Students will demonstrate increased awareness of the potential consequences of risky behaviors and apply decision-making and refusal skills to support their health and wellness.

Staff Responsible for Monitoring: Campus Administration; Campus Counselors; 6th Grade Teachers; Health/Wellness Staff; SLT

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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: The Emergency Response Team and campus staff will demonstrate increased preparedness to respond quickly and effectively to a cardiac emergency. Completion of both drills will reinforce emergency procedures, clarify staff roles and responsibilities, identify areas for improvement, and ensure staff are familiar with the location and appropriate use of campus AEDs.

Staff Responsible for Monitoring: Campus Administration; Campus Nurse; Emergency Response Team; Rapid Response Team; Campus Safety Contacts

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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: The campus will maintain a trained Threat Assessment Team prepared to identify, assess, and respond to potential threats and concerning student behaviors. Team members will understand established procedures and collaborate to provide timely interventions and supports that promote student well-being and maintain a safe and supportive school environment.

Staff Responsible for Monitoring: Campus Administration; Campus Threat Assessment Team; Campus Counselors; Campus Safety Team

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Strategy 5

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

Strategy's Expected Result/Impact: 6th Grade students will increase their ability to recognize warning signs that may indicate a peer needs support and understand how and when to seek help from a trusted adult. Students will demonstrate increased awareness of available support systems and appropriate help-seeking behaviors, contributing to a safer and more supportive campus environment.

Staff Responsible for Monitoring: Campus Administration; Campus Counselors; 6th Grade Students; Campus Safety Team

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Strategy 6

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

Strategy's Expected Result/Impact: Students transitioning to and from DAEP will receive coordinated academic, behavioral, and social-emotional support to promote successful reintegration into the home campus. Individualized transition planning and ongoing progress monitoring will strengthen continuity of services, address identified student needs, and reduce the likelihood of repeat disciplinary incidents and DAEP placements.

Staff Responsible for Monitoring: Campus Administration; Campus Behavior Support; MTSS & Tier 1 Teams; Teachers

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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.

Evaluation Data Source: Action Team data and meeting records; Campus-led professional learning schedules and documentation; PREP Mentoring data and records; T-TESS goals and action steps; Schoology staff goal portfolios and evidence; Professional learning feedback/survey data; PLC agendas, notes, and implementation evidence; Walkthrough and observation data; Teacher implementation/reflection evidence; Student achievement and growth data connected to professional learning; Campus professional development calendar and session documentation; Staff climate/survey data

Strategy 1

Campus leaders will provide ongoing job-embedded professional learning aligned to district priorities and use teacher feedback, coaching cycles, and learning walks to monitor implementation and evaluate the impact on instructional practices and student growth.

Strategy's Expected Result/Impact: Teachers will consistently implement district instructional priorities and apply learning from professional development within daily instruction. Feedback, coaching cycles, and learning walks will identify trends in implementation and inform differentiated professional learning and support, resulting in strengthened Tier 1 instruction and increased student achievement and growth.

Staff Responsible for Monitoring: Campus Administration; LASC; Area Superintendent; SLT; District Support Personnel

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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 develop a shared understanding of the Learner Growth Experience and implement aligned practices consistently across classrooms. Professional learning will increase teacher capacity to support student ownership, goal setting, reflection, and evidence of growth, resulting in more consistent learning experiences and increased student engagement and growth.

Staff Responsible for Monitoring: Campus Administration; LASC; District Support Personnel; SLT

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: Annual staff turnover and retention data; Staff vacancy and staffing data; Staff climate survey results and action plan progress; Monday Mood reviews and assessments; Implement exit interview and review data; Implement stay interview and review data; PREP/enhanced mentoring participation and feedback; New teacher support and induction documentation; Staff recognition and engagement data; Staff professional learning and growth goal data; Staff feedback regarding campus culture, support, and working conditions

Strategy 1

Preparing and Retaining Educators through Partnerships (PREP) state grant campuses will implement an enhanced mentoring framework that includes mentor training, coaching cycles, and structured support to improve teacher effectiveness and retention.

Strategy's Expected Result/Impact: New and developing teachers will receive consistent, individualized support through trained mentors, coaching cycles, and structured professional learning. Increased access to mentoring and feedback will strengthen instructional effectiveness, build teacher confidence and capacity, and contribute to increased teacher retention and job satisfaction.

Staff Responsible for Monitoring: Campus Administration; PREP Mentors; LASC: District PREP Mentorship Staff

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Strategy 2

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: Campus leaders will identify trends and actionable feedback related to staff satisfaction, workload, culture, and instructional support. Findings will be used to make targeted adjustments to campus systems and practices, strengthen staff engagement and belonging, and increase retention of effective educators.

Staff Responsible for Monitoring: Leadership Team; Campus Administration; SLT; District Human Resources Staff; LASC

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Strategy 3

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: A campus team will analyze climate survey data, identify priority areas for improvement, and implement targeted action steps based on staff feedback. Progress will be monitored throughout the year to strengthen communication, staff support, culture, and belonging, resulting in improved climate survey results and increased teacher retention.

Staff Responsible for Monitoring: Leadership Team; Campus Administration; LASC; SLT

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: T-TESS observation and evaluation data; Performance management coaching cycle documentation; Walkthrough and feedback records; Staff professional growth goals and progress-monitoring evidence; Coaching and feedback documentation; Leadership Team documentation and meeting records; Schoology staff goal portfolios and artifacts; Professional learning plans and participation records; PLC documentation and implementation evidence; Staff performance data and support plans, as applicable; Staff reflection and feedback data

Strategy 1

Implement a continuous performance coaching cycle that includes regular observations, timely feedback, goal setting, and individualized support to strengthen employee effectiveness and improve student outcomes.

Strategy's Expected Result/Impact: Staff will receive consistent, actionable feedback and individualized support based on observed practices, professional goals, and student needs. Ongoing coaching and progress monitoring will strengthen employee effectiveness, increase implementation of campus and district priorities, and contribute to improved student achievement and growth. Implement and support campus walkthrough tracking with ILT.

Staff Responsible for Monitoring: Campus Administration; Leadership Team; ILT; LASC

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Goal 3

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

Performance Objective 1

Ensure high quality Tier 1 instruction in early childhood classrooms.

Evaluation Data Source: Professional learning schedule and attendance; CLI assessment and growth data; PreK-2 phonics assessment data; Early childhood literacy and math progress-monitoring data; PreK small-group instructional data and student progress; Place value and number automaticity assessment data; MAP Growth data, where applicable; Classroom walkthrough and observation data; T-TESS observation and feedback data; PLC documentation and student work analysis; Lesson internalization and Tier 1 instructional planning evidence; Student achievement data disaggregated by grade level and student group

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 targeted, developmentally appropriate instruction based on identified strengths and areas of need. Consistent teacher-led small groups will provide increased opportunities for differentiation, skill practice, and timely feedback, resulting in measurable growth in early literacy, language, and mathematics skills.

Staff Responsible for Monitoring: Campus Administration; PreK Teachers; LASC; ILT; District PreK Support Personnel

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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: Pre-K teachers will strengthen Tier 1 instructional practices and use CLI Engage data to plan responsive, targeted instruction based on student needs. As a result, students will demonstrate increased early literacy and numeracy skills, with a minimum 4% annual increase in end-of-year CLI Engage letter recognition and numeracy scores.

Staff Responsible for Monitoring: Campus Administration; PreK Teachers; LASC; ILT; District PreK Support Personnel

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Strategy 3

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

Strategy's Expected Result/Impact: Students in PK-2 will receive consistent, explicit, and systematic phonics instruction using district-adopted HQIM. Consistent implementation will strengthen foundational literacy skills, address skill gaps early, and result in measurable growth in phonemic awareness, decoding, letter-sound knowledge, and early reading proficiency.

Staff Responsible for Monitoring: Campus Administration; PreK-2nd Grade Teachers; LASC; ILT; District Support Personnel

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Strategy 4

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

Strategy's Expected Result/Impact: Students will demonstrate increased number sense through a strong conceptual understanding of place value and improved fluency with foundational math skills. Students will increase automaticity in number identification, addition, and subtraction, providing the foundation necessary for success with increasingly complex mathematical concepts.

Staff Responsible for Monitoring: Campus Administration; PreK-2nd Grade Teachers; LASC; ILT; District Support Personnel

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Performance Objective 2

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

Evaluation Data Source: SPED student outcome data; STAAR and STAAR growth data disaggregated by SPED, multilingual, and GT student groups; MAP Growth data disaggregated by student group; TELPAS and TELPAS Progress data; Bilingual/ESL language proficiency and language allocation data; GT student achievement and growth data; Depth & Complexity training and compliance records; IEP progress-monitoring data; Accommodations and instructional support implementation data; Student intervention and MTSS progress-monitoring data; PLC/data meeting documentation focused on identified student groups; Names & Needs meeting dates and follow-up information; Classroom walkthrough and T-TESS evidence of differentiation and specialized instructional practices; Student outcome data compared to identified campus/district targets

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: Emergent bilingual students will receive consistent, targeted linguistic and academic supports within Tier 1 instruction and intervention. Teachers will use ELLevation strategies and student data to monitor language development, adjust instruction, and provide appropriate interventions, resulting in increased language proficiency, academic growth, and progress toward grade-level standards.

Staff Responsible for Monitoring: Campus Administration; Linguistic Acquisition Teacher; Bilingual Teachers; Classroom Teachers; LASC; Campus Instructional Support Personnel; BEST Team

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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: Bilingual students will receive consistent, intentional instruction aligned to the Elementary Language Allocation Plan and responsive to their linguistic and academic needs. Teachers will use student data to adjust instruction and language supports, resulting in increased reading and math fluency, comprehension, automaticity, and overall academic growth.

Staff Responsible for Monitoring: Campus Administration; Bilingual Teachers; Linguistic Acquisition Teacher; LASC; ILT; BEST Team

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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: Special education teachers will consistently use the Data Dashboard to document services, monitor student progress, and inform instructional planning. Quarterly data reviews will allow campus leaders to identify trends and areas of need, provide targeted coaching and professional learning, and adjust supports to strengthen service delivery and increase academic growth for students receiving special education services.

Staff Responsible for Monitoring: Campus Administration; Special Education Teachers; LASC; ILT; Classroom Teachers

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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: Gifted and talented students will consistently engage in appropriately rigorous learning experiences that provide opportunities for depth, complexity, critical thinking, and advanced application of content. Differentiated instruction will ensure GT students are appropriately challenged and demonstrate continued academic growth and increased achievement at advanced levels.

Staff Responsible for Monitoring: Campus Administration; ALT Teacher; Classroom Teachers; LASC; ILT

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Strategy 5

Conduct quarterly SPED data reviews to monitor student progress toward IEP goals and performance on campus and district assessments. Identify students demonstrating insufficient growth and develop targeted instructional responses and intervention plans.

Strategy's Expected Result/Impact: Students receiving special education services will demonstrate measurable progress toward individual IEP goals and academic growth targets. Quarterly reviews will allow staff to identify students who are not making expected progress and adjust instruction, interventions, accommodations, and supports in a timely manner.

Staff Responsible for Monitoring: Campus Administration; Special Education Teachers; Classroom Teachers; LASC; ILT

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Strategy 6

Provide structured opportunities for special education and general education teachers to collaboratively analyze student data, plan instruction, review accommodations, and identify instructional adjustments for students receiving special education services.

Strategy's Expected Result/Impact: General and special education teachers will share responsibility for the academic success of students receiving special education services. Collaborative planning will strengthen alignment between Tier 1 instruction and specially designed instruction, increase consistent implementation of accommodations and supports, and result in improved student growth and achievement.

Staff Responsible for Monitoring: Campus Administration; Special Education Teachers; Classroom Teachers; LASC; ILT

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Performance Objective 3

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

Evaluation Data Source:

Walkthrough tracker monitoring; Region 10 LIFT support monitoring; MAP Growth BOY/MOY/EOY data; STAAR assessment and growth data; CIA data and assessment trackers; Classroom walkthrough and observation data; T-TESS observation and feedback data; Learning Framework and RISD Instructional Priorities implementation evidence; HQIM implementation and lesson internalization documentation; PLC agendas, notes, and student data analysis; DDI protocols and data meeting documentation; Student work and instructional task analysis; STAAR WIN Plan and intervention progress-monitoring data; Student achievement data disaggregated by grade level and student group

Strategy 1

Address and increase STAAR performance for students in 3rd grade Math and Reading to 59% Meets in Reading and 50% Meets in Math per Board of Trustee goals.

Strategy's Expected Result/Impact: RHE will strengthen Tier 1 instruction, targeted intervention, and data-driven instructional practices in 3rd-grade Reading and Math to increase student achievement and progress toward the 2026-2027 Board of Trustees goals of 59% Meets or Above in Reading and 50% Meets or Above in Math. Student performance will be monitored throughout the year using formative, district, and benchmark assessment data to identify needs and adjust instruction and intervention.

Staff Responsible for Monitoring: Campus Administration; 3rd Grade Teachers; LASC; ILT; Campus Interventionists

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Strategy 2

Implement High-Quality Instructional Materials (HQIM) in K-5 and Grades 6-Algebra I mathematics, supported by continuous, differentiated training for all campus staff aligned to the Learner Framework by utilizing district-adopted HQIM as the foundation for daily instruction. Weekly PLCs will include lesson internalization, analysis of upcoming tasks and standards, anticipation of student misconceptions, and planning for appropriate scaffolds and extensions.

Strategy's Expected Result/Impact: Students will experience consistent, standards-aligned, rigorous mathematics instruction across grade levels. Strong implementation of HQIM, supported by collaborative planning and targeted coaching, will strengthen Tier 1 instruction, increase student engagement and conceptual understanding, and result in increased mathematics achievement and growth.

Staff Responsible for Monitoring: Campus Administration; Math Teachers; LASC; ILT

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Strategy 3

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

Strategy's Expected Result/Impact: Teachers will use weekly PLCs and lesson internalization protocols to develop a shared understanding of standards, identify the rigor of learning expectations, anticipate student misconceptions, and plan appropriate scaffolds and extensions prior to instruction. Consistent collaborative planning will strengthen implementation of HQIM, increase instructional alignment and rigor across classrooms, and result in improved student achievement and growth.

Staff Responsible for Monitoring: Campus Administration; Classroom Teachers; LASC; ILT

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Strategy 4

Implement with fidelity the Data Driven Instruction (DDI) protocol and weekly data meetings, specifically as it relates to priority areas: 3rd grade Math and Reading.

Strategy's Expected Result/Impact: RHE teachers will consistently use the DDI protocol and weekly data meetings to analyze student work and assessment results, identify trends and misconceptions, and determine targeted instructional responses. Particular attention will be given to 3rd-grade Reading and Math, with teachers using data to plan reteach, intervention, and extension opportunities. Consistent implementation will result in timely instructional adjustments, increased student mastery of priority standards, and improved STAAR achievement and growth.

Staff Responsible for Monitoring: Campus Administration; LASC; 3rd Grade Teachers; ILT

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Strategy 5

Participate in the LIFT grant program to provide targeted leadership coaching and training for principals, building their capacity to meet specific campus needs.

Strategy's Expected Result/Impact: Campus leadership will apply learning from LIFT coaching and professional development to strengthen instructional leadership, data-driven decision-making, and systems for monitoring teaching and learning. Targeted coaching will support the principal in identifying campus needs, implementing high-leverage actions, and monitoring progress toward improved Tier 1 instruction and student achievement.

Staff Responsible for Monitoring: Principal; Area Superintendent; LIFT Leadership Coach; District Teaching and Learning Staff; ILT

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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: Campus leadership will strengthen its understanding of state accountability measures and use multiple data sources to regularly monitor student achievement, academic growth, and performance across student groups. Increased data literacy will support earlier identification of areas of concern, more strategic instructional decisions and resource allocation, and targeted action to improve overall campus accountability outcomes.

Staff Responsible for Monitoring: Campus Administration; LASC; ILT; District Accountability Staff

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Performance Objective 4

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

Evaluation Data Source: Learning Framework implementation evidence; Graduate Profile implementation and student evidence; Pre-K-12 curriculum and learning experience alignment documentation; Curriculum maps and instructional planning documents; Student learning experiences and work products; Technology integration evidence and digital learning data; Classroom walkthrough and observation data; T-TESS observation and feedback data; Student engagement and participation data; PLC documentation and collaborative planning evidence; Student achievement and growth data

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: Teachers will purposefully integrate technology when it enhances student learning, engagement, collaboration, creativity, or demonstration of understanding. I-Team professional learning and ongoing monitoring will strengthen teacher capacity to select appropriate digital tools, balance technology use with other high-quality instructional practices, and ensure student screen time is intentional, productive, and aligned to learning objectives.

Staff Responsible for Monitoring: Campus Administration; iTeam Members; LASC; ILT; Campus Technology Action Team

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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. Teachers will intentionally design learning experiences aligned to the RISD Learning Framework that provide students opportunities to think critically, collaborate, communicate, create, and apply their learning in meaningful ways. RHE will incorporate student goal setting and reflection, Depth & Complexity strategies, authentic tasks, and opportunities for student choice and voice.

Strategy's Expected Result/Impact: Students will take increased ownership of their learning and demonstrate Graduate Profile competencies through authentic learning experiences, reflection, and evidence of growth. Classroom learning will move beyond task completion toward deeper thinking, application, collaboration, and meaningful demonstration of understanding.

Staff Responsible for Monitoring: Campus Administration; LASC; iTeam Members; Classroom Teachers; ILT; Campus Technology Action Team

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Strategy 3

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

Strategy's Expected Result/Impact: Families and community members will have increased awareness of specialized academic programming and the meaningful learning experiences available to RHE students. Student work, projects, performances, and other outcome artifacts will be intentionally showcased during campus and community events to celebrate student learning, demonstrate the impact of specialized programs, and strengthen family and community connection to RHE and RISD.

Staff Responsible for Monitoring: Campus Administration; LASC; Specialized Program Teachers; Classroom Teachers; ILT

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Performance Objective 5

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

Evaluation Data Source: Student attendance data; Chronic absenteeism data; Student achievement and growth data; STAAR assessment data; AVID campus data and participation records; Action Teams meeting records and implementation; GT identification and participation data; Student enrollment and participation in advanced academic opportunities; Student goal-setting and Graduate Profile evidence; Counseling and college/career readiness programming documentation; District CCMR reports and accountability data

Strategy 1

Ensure 100% of AVID seniors graduate and meet CCMR requirements through targeted AVID tutorials, bi-weekly progress monitoring, and embedded TSIA preparation and testing within the AVID elective course.

Strategy's Expected Result/Impact: The campus will support long-term CCMR readiness by incorporating age-appropriate AVID strategies and college- and career-awareness opportunities. Students will develop foundational skills in organization, goal setting, collaboration, critical thinking, and academic ownership that prepare them for successful transitions into secondary coursework and future college, career, and military readiness opportunities.

Staff Responsible for Monitoring: Campus Administration; Classroom Teachers; Counselors; LASC; Campus Professional Learning Action Team; Campus AVID Team

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Strategy 2

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

Strategy's Expected Result/Impact: 100% of RHE 5th-grade students will participate in BizTown and engage in an authentic, real-world learning experience that develops financial literacy, workplace readiness, collaboration, problem-solving, and career awareness. Students will increase their understanding of a variety of career pathways and make connections between academic learning, personal interests, and future opportunities.

Staff Responsible for Monitoring: Campus Administration; 5th Grade Teachers; Counselors; LASC; ILT

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Strategy 3

Campus will monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance rate of 95.33 or higher and reduce chronic absenteeism by 96.09.

Strategy's Expected Result/Impact: Weekly monitoring will allow campus staff to identify attendance concerns early and provide individualized interventions and family outreach for students demonstrating patterns of chronic absence. Through consistent progress monitoring, communication, and targeted support, RHE will achieve a campus attendance rate of at least 95.33% and make progress toward the district chronic absenteeism target of 96.09%.

Staff Responsible for Monitoring: Campus Administration; Student Data Specialist; Counselors; Classroom Teachers; MTSS Team; BEST Team

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Performance Objective 6

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

Evaluation Data Source: TEA school improvement identification and accountability data; ADLS campus work and monitoring; Campus needs assessment and school improvement documentation; School Improvement/Title I targeted coaching records; LIFT grant implementation and progress-monitoring documentation; Region 10 support and coaching documentation; Professional learning and coaching participation records; Campus improvement plan progress-monitoring data; Student achievement and growth data; Intervention and MTSS progress-monitoring data; Resource allocation and support documentation; MOY and EOY school improvement progress reviews

Strategy 1

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.

Strategy's Expected Result/Impact: RHE will use targeted coaching, campus data, and ongoing feedback to identify and implement high-leverage action steps that strengthen Tier 1 instruction and student culture. Campus leaders will regularly monitor implementation and student outcomes, adjust supports based on identified needs, and use coaching to build staff capacity, resulting in increased instructional consistency, student engagement, academic growth, and achievement.

Staff Responsible for Monitoring: Campus Administration; LASC; District Instructional Support Staff; ILT

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Strategy 2

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

Strategy's Expected Result/Impact: Campus leaders and instructional teams will increase their capacity to implement and monitor District Instructional Priorities through targeted LIFT and Region 10 coaching. Coaching feedback and student performance data will be used to identify high-leverage next steps, strengthen campus instructional systems, and adjust support based on identified needs, resulting in stronger Tier 1 instruction and increased student achievement and growth.

Staff Responsible for Monitoring: Campus Administration; LASC; ILT; LIFT Coach; Region 10 Support Staff

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

Performance Objective 1

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

Evaluation Data Source: Campus business and industry partnership records; Principal for a Day records and agenda; Business/industry volunteer participation records; Student learning experiences and enrichment opportunities provided through partnerships; Staff professional learning and development opportunities provided through partnerships; Community partner participation and engagement logs; Student and staff feedback regarding partnership experiences; Campus event and program participation records; District partnership and community engagement data

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: RHE will use Principal for a Day to strengthen relationships with local business and community leaders and increase their understanding of campus strengths, needs, and student goals. Connections established through the experience will be leveraged to develop ongoing partnerships that provide resources, volunteers, mentorship, career exposure, and other opportunities that support student growth and the North Star Goal.

Staff Responsible for Monitoring: Campus Administration; Campus Community Engagement Action Team; Counselors; PTA Leadership

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Performance Objective 2

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

Evaluation Data Source: ParentSquare contactability reports; ParentSquare usage and engagement data; ParentSquare message delivery and communication records; ParentSquare parent/family registration and activation data; Weekly campus newsletter documentation; Campus communication calendar and messaging records; Family engagement and participation data; Parent/family feedback and survey data; Parent contact information verification records; Student/family participation in campus events and activities

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: Families will receive consistent, timely, and accessible information through the Paw Prints and other regular messaging regarding campus events, academic priorities, student opportunities, and important updates. Weekly monitoring of ParentSquare delivery reports will allow the campus to identify and address communication gaps, increase family contactability and engagement, and ensure all families have equitable access to campus information.

Staff Responsible for Monitoring: Campus Administration; Front Office Staff; Classroom Teachers; PTA Representatives

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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: RHE will consistently share student learning, campus celebrations, programs, events, and opportunities for involvement across multiple communication platforms. Proactive storytelling and community outreach will increase family and community awareness, strengthen connections with neighborhood and business partners, celebrate the RHE student experience, and increase engagement and participation in the campus community.

Staff Responsible for Monitoring: Campus Administration; Front Office Staff; Campus Community Engagement Action Team; Social Media Team

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Performance Objective 3

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

Evaluation Data Source: Camp Wildcat attendance and schedules; Wildcat Wonderland attendance and schedules; Parent/family documentation of student individual growth goals; Parent conference documentation; ParentSquare communication and engagement data; Family goal-setting and progress-monitoring resources; Student North Star Goal documentation and evidence; Parent/family surveys measuring awareness of student growth goals MAP Growth and STAAR progress data shared with families; Home learning/support guides and resources; Family engagement and participation data; Parent feedback regarding access to and understanding of student progress information

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: Families will have a clear understanding of their student's individual academic growth goals, current progress, and identified areas for growth. Parent-teacher conferences and ongoing home-support resources will equip families with practical strategies to reinforce learning at home, strengthening the home-school partnership and supporting continued student growth toward individual goals.

Staff Responsible for Monitoring: Campus Administration; Classroom Teachers; LASC; ILT; Front Office/ParentSquare Designee; Classroom Teachers

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Goal 5

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

Performance Objective 1

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

Evaluation Data Source: Campus budget and expenditure reports; Monthly financial reports; Campus budget monitoring documentation; Title I and grant expenditure reports; Resource allocation documentation aligned to campus priorities; Inventory and asset records; District financial audit/compliance reports; SBDM budget consultation and feedback documentation

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: Staff will demonstrate increased understanding and consistent implementation of district financial procedures for collecting and handling funds and ordering and receiving goods. Twice-yearly training and accessible resources will reduce procedural errors, strengthen internal controls, and ensure campus financial practices remain accurate, efficient, and compliant with district expectations.

Staff Responsible for Monitoring: Campus Administration; Staff Responsible for Collecting Funds and/or Purchasing; Cafeteria Staff; Front Office Staff; Club Leadership

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Strategy 2

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

Strategy's Expected Result/Impact: RHE will implement energy-efficient practices and respond to identified opportunities to reduce unnecessary energy consumption while maintaining a safe and comfortable learning environment. Ongoing collaboration and monitoring will support responsible use of district resources, improve operational efficiency, and contribute to long-term cost savings.

Staff Responsible for Monitoring: Campus Administration; Head Custodian; Facility Services; Leadership Team

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Performance Objective 2

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

Evaluation Data Source: SB12 compliance documentation; Campus safety audit/inspection reports; Safety Week implementation documentation; "I Know What To Do Days" participation and implementation records; Emergency drill records and documentation; Work orders and facilities maintenance records; Campus maintenance and facility inspection reports; Safety incident and accident reports; Staff and student safety feedback/survey data; Campus emergency preparedness documentation; Rapid Response Team documentation

Strategy 1

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

Strategy's Expected Result/Impact: Campus staff will consistently follow district procedures and required protocols related to parental rights, notification, consent, and access to information. Clear procedures, staff communication, and ongoing monitoring will promote compliance with SB 12 requirements while strengthening transparency and communication between the campus and families.

Staff Responsible for Monitoring: Campus Administration; Counselors; LASC; ILT; Teachers; Front Office Staff; District Support Staff

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Strategy 2

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

Strategy's Expected Result/Impact: Students and staff will demonstrate increased understanding and preparedness to respond appropriately during each SRP action. Practicing emergency procedures early in the school year will establish clear expectations, build confidence in campus safety protocols, and allow campus leaders to identify and address areas for improvement to ensure a safe and prepared school environment.

Staff Responsible for Monitoring: Campus Administration; Campus Safety Team; Teachers; Staff Members

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Strategy 3

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

Strategy's Expected Result/Impact: Students and staff will maintain familiarity and confidence with campus emergency procedures through regularly scheduled practice and reinforcement throughout the school year. "I Know What To Do Days" will provide opportunities to revisit safety expectations, strengthen appropriate responses, and identify areas requiring additional instruction or procedural adjustments.

Staff Responsible for Monitoring: Campus Administration; Campus Safety Team; Teachers; Staff

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Performance Objective 3

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

Evaluation Data Source: Technology help desk/ticket data and resolution records; 1:1 device inventory and tracking records; Technology team communications and support schedules; Device functionality and replacement/repair records; Digital citizenship completion data; Cybersecurity and technology compliance documentation; Classroom walkthroughs documenting technology integration; Staff technology training and participation records; Staff/student technology surveys and feedback; Technology usage and implementation data; Parent feedback surveys

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: RHE will maintain accurate accountability for student devices, ensure 100% of students complete required digital citizenship instruction by the end of the first nine weeks, and provide timely support for campus technology needs. Consistent monitoring and efficient technology support will promote responsible device use, reduce disruptions to instruction, and ensure students and staff have reliable access to technology for teaching and learning.

Staff Responsible for Monitoring: Campus Administration; Campus Technology Action Team; iTeam Members; Classroom Teachers; Library/Media Staff

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Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: Bond 2025 project implementation and progress reports; Campus-specific Bond 2025 project documentation; Bond 2025 project timelines and completion records; Facilities planning and inspection documentation; Project meeting notes and stakeholder communication records; Staff and community feedback regarding Bond 2025 projects; Completed project documentation and acceptance records

Strategy 1

Coordinate alongside district operations and facility management to ensure smooth execution of scheduled campus physical upgrades, technology updates, or resource installations associated with Bond 2025 timelines.

Strategy's Expected Result/Impact: Bond 2025 projects impacting RHE will be implemented according to established district timelines with minimal disruption to teaching, learning, and daily campus operations. Consistent coordination and communication will allow campus leaders to anticipate operational needs, address concerns in a timely manner, and ensure completed upgrades provide safe, functional, and improved learning environments for students and staff.

Staff Responsible for Monitoring: Campus Administration; District Operations Staff; Facility Services; Technology Services; Bond 2025 Project Management Staff

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Diane Magary	Campus Reading Specialist		NaN
Karen Latimer	Instructional Coach		NaN