

Richardson Independent School District



Richardson Terrace Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Through a nurturing environment supported by our staff, families, and community, Richardson Terrace Elementary is committed to ensuring that every student, every teacher, and every leader will meet or exceed their academic growth goals. This will be accomplished through igniting and engaging learners, collaboration, application, and reflection.

Vision

Every CHILD. Every TEACHER. Every LEADER. Every DAY.

Value Statement

RTE Value Statement:

To ensure the academic success of all students, we believe...

in creating a safe learning environment that empowers every student, teacher, and leader to take risks, be creative, find acceptance and grow.

that education is an effective tool that can prepare every student, teacher, and leader in RISD for new opportunities.

that every student, teacher, and leader in RISD will have the capability and desire to learn and rise to the level of expectations for individual success.

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Comprehensive Needs Assessment

Demographics

Summary

Richardson Terrace Elementary is located in the northwest area of Richardson, TX. RTE has students and 61 staff members. 100% of our teachers hold a Texas teaching certification. Our student to teacher ratio is 12.2:1 We have a special education and advanced learning program to deliver specialized instruction for exceptional student needs.

The demographics of our school population are:

13.6% Asian
34.3% Black/Non-Hispanic
25.7% Hispanic
21.3% White
5% Other
51.4% Male
48.6% Female
75.4% Economically Disadvantaged
31% Emerging Bilingual

The demographics of our staff are: (Source 2021-2022 TAPR)

54 Total Staff not counting Child Nutrition and Custodial Services
91% Professional Staff
9% Educational Paraprofessionals
79% White
10% Hispanic
4% African American
5% Asian
2% Other
83% Female
17% Male
45% 0-5 Years Experience
18% 6-10 Years Experience
36% 11-20+ Years Experience

Strengths

We pride ourselves on our ethnic diversity and the cultural perspectives that strengthen our ability to help our students learn and connect to the real world. 96% of students attend school regularly. We are focused on being inclusive and encouraging our families to be active partners in their child's education.

Student Learning

Summary

Richardson Terrace Elementary is committed to supporting every student, leader and staff member meet or exceed their academic growth goal. We use multiple data points in order to determine the best course of action to help support student growth and learning needs.

NWEA MAP Data for our campus shows:

Math achievement among all students decreased from 71% of students meeting expectations for the Fall administration to 67% of students meeting expectations for the Spring administration. Reading achievement among all students decreased from 70% meeting expectations for the Fall administration to 66% of students meeting expectations for the Spring administration. In science, achievement decreased from the Fall at 77% meeting expectations to 75% meeting expectations. There were strengths among individual grades and within student groups that showed growth which will be outlined in the Student Learning Strengths.

2023 STAAR Accountability Results (insert when available)

Strengths

85% of 6th graders met or exceeded their growth goal and achievement increased from 71% meeting their target RIT score in the fall to 74% meeting their target RIT score in the Spring. One of the high priority student groups identified in last year's CIP was Asian students performance in math and reading. Asian students in 3, 4, and 6 grades all scored above the 70th percentile in the spring administration for math.

5th grade science achievement for the spring was in the 70th percentile.

Problem Statements Identifying Student Learning Needs

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

★ = Priority

School Processes & Programs

Summary

Richardson Terrace Elementary teachers are highly qualified professionals who are committed to every student meeting or exceeding their academic growth goal.

We believe in fostering opportunities for growth for each child and offer intervention and extensions to promote student success.

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

- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- Pre-K services
- Response to Intervention
- Special Education Services
- Student Services
- Individual and group tutoring
- Clubs
- Extra curricular activities

Strengths

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

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

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

★ = Priority

Perceptions

Summary

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

Strengths

Richardson Terrace Elementary teachers understand their role in implementing our school's key actions. Our campus bases its action on the core beliefs of the district. Teachers use Smore to send grade-level newsletters to keep parents informed of upcoming events, goals, and learning focus for each week. 100% of teachers responded to the beginning of year climate survey. 100% of respondents indicated they agree or strongly agree with 37 out of 54 statements with all responses being at or above 92% agree or strongly agree.

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: Annual state and national standardized assessments, district interim screeners, classroom common formative assessment data, and student attendance and behavioral logs to monitor both annual attainment and ongoing student growth toward North Star Goal expectations.

Strategy 1

All students will identify a student achievement growth (data) goal and graduate profile (life ready) goal and submit quarterly evidence of progress towards that goal.

Strategy's Expected Result/Impact: Every students will identify a student achievement growth goal and graduate profile goal.

Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Counselors and Classroom Teachers.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2

Administer MAP growth diagnostic to 95% of all eligible students in Reading and Math at BOY, MOY and EOY

Strategy's Expected Result/Impact: Improved student performance, quality Tier 1 instruction, increased student engagement

Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, All Classroom teachers

Title I: 2.5.1, 2.5.2

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 5: Instructional Leadership and Capacity Building

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Strategy 3

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

Strategy's Expected Result/Impact: Increased student performance; increased awareness by parents of students growth goals and needs

Staff Responsible for Monitoring: All professional staff

Title I: 2.5.1, 2.5.2, 2.5.3

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 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 2

100% of staff will meet North Star Goal expectations.

Evaluation Data Source: Formal administrative walk-through and observation logs, professional learning community (PLC) participation records, student growth measure tracking, and professional development completion data to measure both teacher efficacy and staff engagement toward North Star Goal expectations.

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 professional staff will meet or exceed their professional and academic growth goals.

Staff Responsible for Monitoring: All professional staff, administrators, and counselor.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: All professional staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 3

Provide designated collaborative time during vertical team meetings and campus professional development days every 9 weeks for staff to update their professional portfolios and analyze peer goal-attainment evidence in Schoology.

Strategy's Expected Result/Impact: Staff will regularly update professional portfolios and use Schoology peer goal-attainment evidence to reflect on progress and adjust instructional practices every 9 weeks.

Staff Responsible for Monitoring: Administration, Instructional coaches, and teachers.

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 3

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

Evaluation Data Source: Office Discipline Referrals, MTSS/Tiered intervention progress-monitoring, and school climate survey responses to measure reductions in behavioral disruptions and the effectiveness of multi-tiered supports.

Strategy 1

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan. We will follow the 26-27 Terrace Behavior Matrix.

Strategy's Expected Result/Impact: Decreased discipline referrals, Teachers increasing rating in Domain 3 Classroom Climate and Culture, Student understanding of school-wide expectations.

Staff Responsible for Monitoring: Campus specialists, PBIS Team, Campus administrators.

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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: Decreased discipline referrals, Teachers increasing rating in Domain 3 Classroom Climate and Culture, Student understanding of school-wide expectations.

Staff Responsible for Monitoring: Campus specialists, PBIS Team, Campus administrators.

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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: A refreshed Code of Civility will establish clear behavioral expectations and cultivate a positive campus climate, resulting in an increase in respectful student interactions and a decrease in discipline referrals.

Staff Responsible for Monitoring: Every staff member

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Performance Objective 4

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

Evaluation Data Source: Tier 2 and Tier 3 progress-monitoring charts, MTSS Meetings, Common Formative Assessment, and state or district benchmark growth, and student academic progress across all tiers.

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: Implementing enhanced tiered support systems will accelerate academic growth and increase targeted intervention success for at-risk students, resulting in higher STAAR passing rates and closed achievement gaps.

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2

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

Strategy's Expected Result/Impact: Increased student performance and growth in math, reading, behavior and speech

Staff Responsible for Monitoring: Administrators, ILT, teachers

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Strategy 3

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

Strategy's Expected Result/Impact: Increased student performance and growth in math, reading, behavior and speech

Staff Responsible for Monitoring: Administrators, ILT, teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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Strategy 4

Address Title I 10 Components based on needs assessment. As a Title 1 Campus, all funding sources will be used to support the school-wide instructional program.

Strategy's Expected Result/Impact: Title 1 Evaluation, Review of documentation and budget line items spent to implement program activities

Staff Responsible for Monitoring: Administrators, Instructional Coach, Campus Reading Specialists, Campus Math Specialists

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: 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 5

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

Evaluation Data Source: Student social-emotional learning (SEL), Guidance Lesson and Character education, and school climate survey results to assess the implementation fidelity and effectiveness of student well-being initiatives.

Strategy 1

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

Strategy's Expected Result/Impact: Campus counselors will deliver mandated direct services to students, leading to improved access to academic, social-emotional, and mental health support that enhances overall student well-being and engagement.

Staff Responsible for Monitoring: Admin and counselor.

Title I: 2.5.3

ESF Levers: 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: Integrating Project Wisdom into Social Studies classes and daily observances will instill core character traits, fostering a more respectful campus environment and improving overall student behavioral outcomes.

Staff Responsible for Monitoring: Admin, counselor, and social studies teachers.

Title I: 2.5.3

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

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Strategy 3

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

Strategy's Expected Result/Impact: Equipping all campus staff with Safer Minds, Safer Schools training will enhance early identification of student mental health needs, leading to more timely interventions, improved behavioral support, and a safer, more supportive school environment.

Staff Responsible for Monitoring: Admin, and counselor.

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

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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: School health clinic visit logs, physical fitness assessment results, student and staff wellness survey data, and participation metrics for school health programs to track overall student well-being and readiness to learn.

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: Staff will be prepared to respond to emergencies quickly.

Staff Responsible for Monitoring: Campus Nurse, Emergency Response Team

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Delivering evidence-based prevention lessons to 6th-8th graders will increase student awareness of the risks of vaping and substance use, leading to reduced usage rates and healthier lifestyle choices across the middle school campus.

Staff Responsible for Monitoring: Admin, counselor, and 6th grade teacher

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Campus Emergency Response Team (ERT) will conduct a round table drill in the fall and an all-campus AED drill in February to coincide with heart month.

Strategy's Expected Result/Impact: Staff will be prepared to respond to emergencies quickly.

Staff Responsible for Monitoring: Campus Nurse, Emergency Response Team

Title I: 2.5.3

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

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Strategy 4

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

Strategy's Expected Result/Impact: Establishing a trained Campus Threat Assessment Team in accordance with Texas Education Code 37.115 will ensure proactive identification, assessment, and management of potential safety risks, resulting in a safer school environment and more timely interventions for students in distress.

Staff Responsible for Monitoring: Admin, counselor, and campus threat assessment team.

Title I: 2.5.3

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

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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: Delivering Sandy Hook Promise's suicide prevention curriculum to students in grades 6 through 12 will equip them with the skills to recognize warning signs and seek immediate support, resulting in increased peer referrals and early interventions for mental health crises.

Staff Responsible for Monitoring: Amin and counselor.

Title I: 2.5.3

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

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Strategy 6

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

Strategy's Expected Result/Impact: Assigning a dedicated transition case manager to provide targeted wraparound services will create a seamless entry and exit process for DAEP students, resulting in lower recidivism rates, improved academic continuity, and increased long-term behavioral success upon return to the home campus.

Staff Responsible for Monitoring: Admin, and counselor.

Title I: 2.5.3

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

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Goal 2

RISD will re-imagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1 High Priority

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

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

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: Providing ongoing, job-embedded professional learning with structured coaching cycles and learning walks will improve instructional fidelity, resulting in increased teacher efficacy and measurable student academic growth.

Staff Responsible for Monitoring: Admin, and instructional coaches.

Funding Sources: 199 - General Fund,

Title I: 2.5.2

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, 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: Delivering campus-wide professional development on the Learner Growth Experience will deepen teachers' instructional practices, resulting in increased student engagement, self-directed learning, and measurable academic progress across all classrooms.

Staff Responsible for Monitoring: Admin, and instructional coaches.

Funding Sources: 199 - General Fund,

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 2

Develop and execute innovative plan for employee recruitment.

Evaluation Data Source: New hire data

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: Decrease the site-specific turnover

Staff Responsible for Monitoring: Administrators

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 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: Improve scores on survey and boost teacher retention.

Staff Responsible for Monitoring: Administrators

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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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: Observation and walk-through calendar
Monitored T-TESS data for skew and correlation.
Attend TIA trainings and participate in learning walks with TIA coordinator, AS, and district departments

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: Observers will become fully calibrated with the ratings, evidence, and feedback provided to teachers, and teachers will receive reliable and specific feedback which will help them improve their practice.

Staff Responsible for Monitoring: TIA calibration team, LIFT calibration Team, campus administrators

Title I: 2.5.2, 2.5.3

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

ESF Levers: Lever 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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Goal 3

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

Performance Objective 1

Ensure high quality Tier 1 instruction in early childhood classrooms.

Evaluation Data Source: Accountability Data, Climate Survey, Board Goal

Strategy 1

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

Strategy's Expected Result/Impact: Delivering consistent, high-quality teacher-led small-group instruction in Pre-K classrooms will allow for targeted skill development and individualized scaffolding, resulting in accelerated early literacy and numeracy readiness.

Staff Responsible for Monitoring: Administrators, Instructional Coach, Instructional K teachers.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 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: A 4% annual increase in end-of-year CLI Engage letter recognition and numeracy scores.

Staff Responsible for Monitoring: Administrators, Instructional Coach, Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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, 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: Delivering daily high-quality phonics instruction using High-Quality Instructional Materials (HQIM) will build strong foundational reading skills across Pre-K through 2nd grade, resulting in increased early reading proficiency and higher literacy benchmark performance.

Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Campus LAT

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

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

Strategy's Expected Result/Impact: Delivering targeted, hands-on math instruction will deepen students' conceptual understanding of place value and strengthen math fluency, resulting in increased automaticity in number identification, addition, and subtraction across all grade levels.

Staff Responsible for Monitoring: Administrators, ILT, Classroom Teachers, I-team, Advanced Learning

Title I: 2.5.1, 2.5.2

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 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: IEP goal progress reports, English language proficiency growth metrics (TELPAS), Gifted and Talented advanced learning plans and project rubrics, and disaggregated state and district assessment performance targets to monitor equity and mastery across specialized student populations.

Strategy 1

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

Strategy's Expected Result/Impact: To ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs)

Staff Responsible for Monitoring: Administrators, Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: Consistent use and quarterly review of the Data Dashboard will ensure full compliance with special education service logs and lesson planning, resulting in more targeted instructional support and accelerated IEP goal progress for special education students.

Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers

Title I: 2.5.2, 2.5.3

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 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 3

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

Strategy's Expected Result/Impact: Implementing differentiated strategies and specialized curricula tailored for gifted and talented students will deepen critical thinking and academic rigor, resulting in increased advanced performance on state and district assessments.

Staff Responsible for Monitoring: Administrators, Instructional Leadership Team

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Include campus strategies to address SPED accountability targets

Strategy's Expected Result/Impact: Aligning classroom accommodations with targeted, data-driven interventions will close learning gaps for students receiving special education services, resulting in increased STAAR passing rates and improved progress measures toward SPED accountability targets.

Staff Responsible for Monitoring: Administrators, Instructional coaches, and SPED Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 **HB3 Goal**

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

Evaluation Data Source: Classroom walkthrough and rubric-based observation logs, district instructional framework fidelity checks, Professional Learning Community (PLC), and student performance metrics on Common Formative Assessments to monitor the implementation and impact of Tier 1 instructional priorities.

Strategy 1

Address and increase STAAR/EOC performance for students in 3rd grade Math and Reading, 7th grade Pre-Algebra, Algebra I and English I.

Reading (2026-2027 goal= 60%) and Math (2026- 2027 goal= 55%) per BOT goals.

Strategy's Expected Result/Impact: Strategic, data-driven instruction in these benchmark grades will increase student proficiency and approach/meets passing rates, successfully reaching the 2026-2027 BOT targets of 60% in Reading and 55% in Math on STAAR/EOC assessments.

Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, 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, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: Implementing High-Quality Instructional Materials (HQIM) alongside continuous, differentiated professional learning will build teacher capacity and increase instructional rigor, resulting in higher conceptual understanding and improved student performance.

Staff Responsible for Monitoring: Admin, Instructional coaches, math teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 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: Strengthening weekly Professional Learning Communities (PLCs) and structured lesson internalization using district protocols will deepen teachers' understanding of grade-level standards, resulting in higher instructional fidelity, well-aligned HQIM execution, and increased student mastery.

Staff Responsible for Monitoring: Admin, instructional coaches, and teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Strategy 4

Implement with fidelity the Data Driven Instruction (DDI) protocol and weekly data meetings, specifically as it relates to priority areas: 3rd grade Math and Reading, 7th grade Pre-Algebra, Algebra I and English I.

Strategy's Expected Result/Impact: Executing the Data-Driven Instruction (DDI) protocol with fidelity and holding weekly data meetings in priority areas (3rd grade Reading/Math, 7th grade Pre-Algebra, Algebra I, and English I) will enable rapid identification of learning gaps and immediate instructional adjustments, resulting in accelerated student growth and achievement toward Board of Trustees goals.

Staff Responsible for Monitoring: Admin, and instructional coaches.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Strategy 5

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

Strategy's Expected Result/Impact: Improve the administrator's ability to provide highly effective coaching to teachers.

Staff Responsible for Monitoring: Administrators

Title I: 2.5.2, 2.5.3

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

ESF Levers: Lever 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 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: Active participation in the Accountability Data Leadership Series will strengthen leaders' ability to analyze progress metrics and state accountability domains, resulting in proactive campus data tracking, targeted academic interventions, and improved overall campus accountability ratings.

Staff Responsible for Monitoring: Admin, and instructional coaches.

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 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 7

Provide targeted support and monitor instructional practices to ensure an effective transition to the traditional schedule, with a focus on pacing, lesson design, and maximizing instructional time.

Strategy's Expected Result/Impact: Delivering targeted support and systematically monitoring classroom instruction during the shift to a traditional schedule will optimize pacing and lesson design, resulting in maximized instructional time and sustained student academic growth.

Staff Responsible for Monitoring: Admin and instructional coaches.

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 4

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

Evaluation Data Source: Student participation and completion metrics in specialized pathways, and student and family engagement survey responses evaluating learning experiences aligned to RISD's "The One" vision.

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: Monitoring and supporting the implementation of I-Team professional learning will build teacher capacity to purposefully integrate technology, resulting in higher-quality, productive screen time that enhances student engagement and drives measurable learning outcomes.

Staff Responsible for Monitoring: Admin, Tech specialists.

Title I: 2.5.2, 2.5.3

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

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: Fully integrating and expanding the RISD Learning Framework into daily instruction will ensure all students engage in rigorous, meaningful learning experiences, resulting in higher student engagement and measurable growth toward RISD Graduate Profile competencies across all grade levels.

Staff Responsible for Monitoring: Admin, instructional coaches, and teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, 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: Actively showcasing student outcome artifacts and specialized academic programming during public campus events, parent nights, and neighborhood tours will increase community engagement, bolster neighborhood enrollment, and reinforce districtwide alignment with "The ONE" initiative.

Staff Responsible for Monitoring: Admin and teachers committees.

Title I: 2.5.1, 2.5.2

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

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

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Performance Objective 5

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

Evaluation Data Source: Student achievement data, Professional learning enrollment 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: Executing targeted AVID tutorials, bi-weekly progress monitoring, and embedded TSIA preparation and testing within the AVID elective course will ensure all AVID seniors complete post-secondary readiness milestones, resulting in a 100% graduation rate and 100% CCMR (College, Career, and Military Readiness) qualification for the cohort.

Staff Responsible for Monitoring: Admin

TEA Priorities: Build a foundation of reading and math

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 2

Expand student access to career inspiration, exploration, and discovery through meaningful real-world learning experiences and exposure to a variety of career pathways.
Career Exploration through Biztown for 100% of 5th grade and 7th grade students.
Finance Park to for all 4 High School Business courses in Spring 2027

Strategy's Expected Result/Impact: Enrolling 100% of 5th and 7th grade students in Biztown and all High School Business students in Finance Park during Spring 2027 will deepen practical financial literacy and career pathway exposure, resulting in increased real-world application of economic concepts and expanded post-secondary awareness.

Staff Responsible for Monitoring: Admin, teachers.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 6

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

Evaluation Data Source: TEA A-F accountability ratings and Closing the Gaps domain performance metrics.

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: Engaging School Improvement and Title I campuses in targeted instructional and culture coaching using feedback loops and real-time data will align classroom practice with District Instructional Priorities, resulting in enhanced campus climate and improved academic outcomes.

Staff Responsible for Monitoring: Admin, Instructional coaches, and Title 1 coordinator

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2

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

Strategy's Expected Result/Impact: Strategic utilization of LIFT Grant and Region 10 coaching support will build capacity among leadership and instructional teams, resulting in precise implementation of District Instructional Priorities, improved classroom practice, and increased student achievement aligned with campus needs.

Staff Responsible for Monitoring: Admin, Campus Instructional Coaches, and Region 10 / LIFT Grant Support Liaisons.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

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

Performance Objective 1

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

Evaluation Data Source: Active industry partner rosters, student participation logs Foundation grant records, and partner-student feedback surveys to measure both the 25% growth in partnerships and their impact on student and staff experiences.

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: Parents will leave with specific strategies to implement at home that will support their child's growth goals.

Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Family Engagement Specialist, Site Based Decision Making Team

TEA Priorities: Recruit, support, retain teachers and principals, 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 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

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

Evaluation Data Source: ParentSquare contact logs, undelivered message reports, parent registration rates, and communication feedback surveys to verify reaching 100% contactability.

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: Weekly publication and distribution of the campus newsletter via ParentSquare will maintain consistent, transparent communication across the school community, while routine delivery report reviews will ensure 100% of families receive critical campus updates and engagement opportunities.

Staff Responsible for Monitoring: Admin.

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

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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: Leveraging all district communication tools (ParentSquare, website, newsletter, social media, marquees) and actively partnering with neighborhood HOAs, volunteers, and local businesses will amplify the campus narrative, resulting in increased family engagement, stronger community trust, and enhanced partner support for school programs.

Staff Responsible for Monitoring: Admin, Social Media rep.

ESF Levers: Lever 3: Integrated Student Support Systems

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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: Student growth goal parent-acknowledgment logs and family attendance records for goal-setting conferences and workshops.

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: Sharing student growth targets during fall parent-teacher conferences and providing weekly home-support guides via ParentSquare will empower parents as academic partners, resulting in increased family engagement and accelerated student academic progress toward individual goals.

Staff Responsible for Monitoring: Admin, teachers.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 5

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

Performance Objective 1

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

Evaluation Data Source: Monthly budget variance analyses, operational expenditure reviews, purchasing and resource allocation logs

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: Ensure all money is handled securely, ethically, and with proper documentation.

Staff Responsible for Monitoring: Executive Assistant
Administrators
Teachers

ESF Levers: Lever 1: Planning and Performance Management through Strong 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: Partnering with Facility Services and Energy & Sustainability to monitor and optimize building energy use will reduce utility consumption and operational waste, resulting in lowered energy expenditures and a more sustainable campus environment.

Staff Responsible for Monitoring: Admin.

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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Performance Objective 2

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

Evaluation Data Source: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1

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

Strategy's Expected Result/Impact: Ensure full legal compliance, strengthen home-school transparency, and protect parental decision-making authority across all campuses.

Staff Responsible for Monitoring: Administrators

Funding Sources: 199 - General Fund,

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: By continuing to follow the SRP and communicate with all stakeholders, student and staff safety will remain a priority.

Staff Responsible for Monitoring: Administrators
Teachers SRP Team

Funding Sources: 199 - General Fund,

ESF Levers: 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: Ensure I Know What To Do Day's" in October, December, February and April are completed

Staff Responsible for Monitoring: Administration

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

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Performance Objective 3

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

Evaluation Data Source: Expect a 95% or better positive response on the district climate survey. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey.

Strategy 1

Maintain a 1:1 student-to-device tracking log, verify 100% completion of student digital citizenship lessons by the end of the first nine weeks, and streamline campus tech ticket workflows via the campus technology representative.

Strategy's Expected Result/Impact: Maintaining an accurate 1:1 device tracking log, completing 100% of student digital citizenship lessons by the end of the first nine weeks, and streamlining technical support workflows will protect district technology assets, foster safe online behavior, and minimize instructional disruption caused by hardware issues.

Staff Responsible for Monitoring: iTeam
Administrators
ILT

Funding Sources: 199 - General Fund,

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

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

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Performance Objective 4

Implement Bond 2025.

Strategy 1

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

Strategy's Expected Result/Impact: Coordinating directly with district operations and facility management to execute scheduled Bond 2025 projects according to timeline milestones will ensure seamless physical, technology, and resource upgrades with minimal disruption to classroom instruction.

Staff Responsible for Monitoring: Admin.

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