

Richardson Independent School District



Richland Elementary

2026-2027 Campus Improvement Plan

Mission Statement

To provide a safe and nurturing instructional environment that meets the needs of all students, academically and socially, while preparing students for their global futures.

Vision

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

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	5
Demographics	6
Student Learning	9
School Processes & Programs	11
Perceptions	13
Data Documentation for CNA	15
Improvement Planning Data	16
Accountability Data	16
Student Data: Assessments	16
Student Data: Student Groups	16
Student Data: Behavior and Other Indicators	16
Employee Data	17
Parent/Community Data	17
Support Systems and Other Data	17
Goals	18
Goal 1 : GOAL 1: We will design and implement systems that provide the necessary...	19
Goal 2 : RISD will reimagine the way we recruit and retain quality staff through com...	30
Goal 3 : We will establish systems for curriculum and learning experiences which s...	34
Goal 4 : We will create opportunities to ensure engagement with community memb...	47
Goal 5 : We will increase efficiency and effectiveness in operations and personnel ...	50
State Compensatory Education	54
Budget for Richland Elementary	55
Title I Summary	56
Title I	57



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Richland Elementary conducts a comprehensive needs assessment using student achievement data, MAP and STAAR results, formative and summative assessments, staff and family feedback, and campus committee input to identify priorities for improvement. The 2025–2026 results identified **student growth and achievement in mathematics in Grades 3–6 as the primary academic need**. Following a decline in the campus accountability rating from a **B to a D**, RLE is focused on accelerating student growth and strengthening instructional practices to ensure students make meaningful progress toward grade-level standards.

Key focus areas include strengthening Tier 1 math instruction, lesson internalization, data-driven PLCs, targeted intervention, and progress monitoring in Grades 3–6. The campus will also continue to strengthen consistent behavior systems through **Emergent Tree and SEL**, while maintaining a focus on positive school culture, family engagement, and strong community partnerships. These priorities will guide campus planning and resource allocation as RLE works to accelerate student growth, improve academic outcomes, and ensure that every student has the opportunity to succeed.

Demographics

Summary

Student Population Data

Richland Elementary serves approximately **607 students** in Pre-K through 6th grade. Our student population represents a diverse range of cultures, languages, backgrounds, and learning needs. Many students are represented in multiple student groups, requiring the campus to provide differentiated academic, behavioral, and social-emotional supports.

- **Economically Disadvantaged:** 80%
- **Emergent Bilingual/English Learners:** 38.1%
- **Special Education:** 25.9%
- **At-Risk:** Data monitored through campus student support systems
- **Section 504:** Data monitored through campus student support systems
- **Students with Dyslexia:** Data monitored through campus intervention and identification systems
- **Foster Care:** Data monitored through campus student support systems
- **Homeless:** Data monitored through campus student support systems
- **Military Connected:** Data monitored through campus student support systems
- **Migrant:** 0 or minimal population
- **Immigrant:** Data monitored through campus student information systems

The high percentage of economically disadvantaged, Emergent Bilingual, and Special Education students reinforces the need for strong Tier 1 instruction, targeted intervention, effective progress monitoring, and coordinated student support systems. RLE will continue to use student data to identify individual needs and provide appropriate academic and behavioral supports.

Staff Data

RLE has approximately **65 staff members**, with **91% professional staff** and **9% educational paraprofessionals**. The campus staff represents a range of cultural backgrounds and professional experiences.

Staff by Ethnicity

- **White:** 56%
- **African American:** 21%
- **Asian:** 12%
- **Hispanic:** 6%
- **Other:** 4%

Staff by Gender

- **Female:** 95.8%
- **Male:** 4.2%

Staff by Years of Experience

- **0–5 Years:** 63.5%
- **6–10 Years:** 14.5%
- **11–20+ Years:** 22%

RLE's staff stability continues to be a campus strength. Staff turnover remains low at **11%**, compared with approximately 30% four years ago, and the campus has maintained a stable leadership team. This stability provides a strong foundation for continued professional learning, collaboration, and implementation of campus instructional priorities.

Strengths

Because we are a title I campus we have been provided with additional supports and resources. This includes instructional staff, resources and tutors.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Mobility has been an ongoing issue with our student populations.	Due to the pandemic our families have struggled economically and often move based on lower rent.

★ = Priority

Student Learning

Summary

2025–2026 STAAR data show notable strengths in **3rd grade ELAR, 5th grade ELAR, and 4th grade math**, while identifying **mathematics in Grades 3–6 as a continued area of need**. Beginning-of-year MAP data will be used to establish individual student growth baselines and identify students requiring targeted intervention, enrichment, and accelerated support. RLE will use STAAR, MAP, and ongoing classroom assessment data to monitor progress and adjust instruction throughout the year.

Strengths

Our students are eager learners and are able to make meaningful connections through their experiences. Our students are accustomed to the academic expectations that have been established at the campus.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	behavior and trauma can be a barrier to the student learning experience.	Mobility, poverty, trauma

★ = Priority

School Processes & Programs

Summary

Richland teachers are highly qualified professionals who are committed to every student, teacher and leader meeting or exceeding their academic growth goals by lining our campus culture to RISD Graduate Profile and the Learner Growth Experience Framework.

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

Richland 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:

- Advanced Academics
- Athletics
- Career and Technical Education
- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- Multilingual Services
- Pre-K services
- School Health Advisory Council
- Special Education Services
- Student Services
- UIL
- MTSS
- Eureka
- Site based decision making committee

Strengths

Richland Elementary has established well-defined processes that support instructional consistency and student growth. Teachers collaborate weekly in PLCs focused on Data-Driven Instruction (DDI) and lesson internalization, where they analyze formative and summative data to adjust instruction, anticipate student misconceptions, and refine lessons. The Lesson Plan Committee further ensures that all lesson plans align with best practices and campus expectations. Monitoring of student progress occurs at both the classroom level and during regular administrative and PLC data meetings, allowing for timely interventions and targeted support. These processes create a cohesive instructional framework that promotes high-quality teaching across all grade levels.

In addition to instructional processes, Richland has strong operational and community-oriented systems in place. Campus routines, discipline management, and communication protocols are consistent across classrooms, helping to maintain a safe and supportive learning environment. Extracurricular and enrichment opportunities—such as athletic teams, clubs, Rocket Radio, UIL competitions, and the Rockettes dance team—are coordinated efficiently, providing students with meaningful experiences beyond the

classroom. Combined with family engagement efforts like the Parent PTA board, Friday Volunteers, and Parents on Patrol, these systems strengthen campus culture, foster student belonging, and support a well-rounded educational experience.

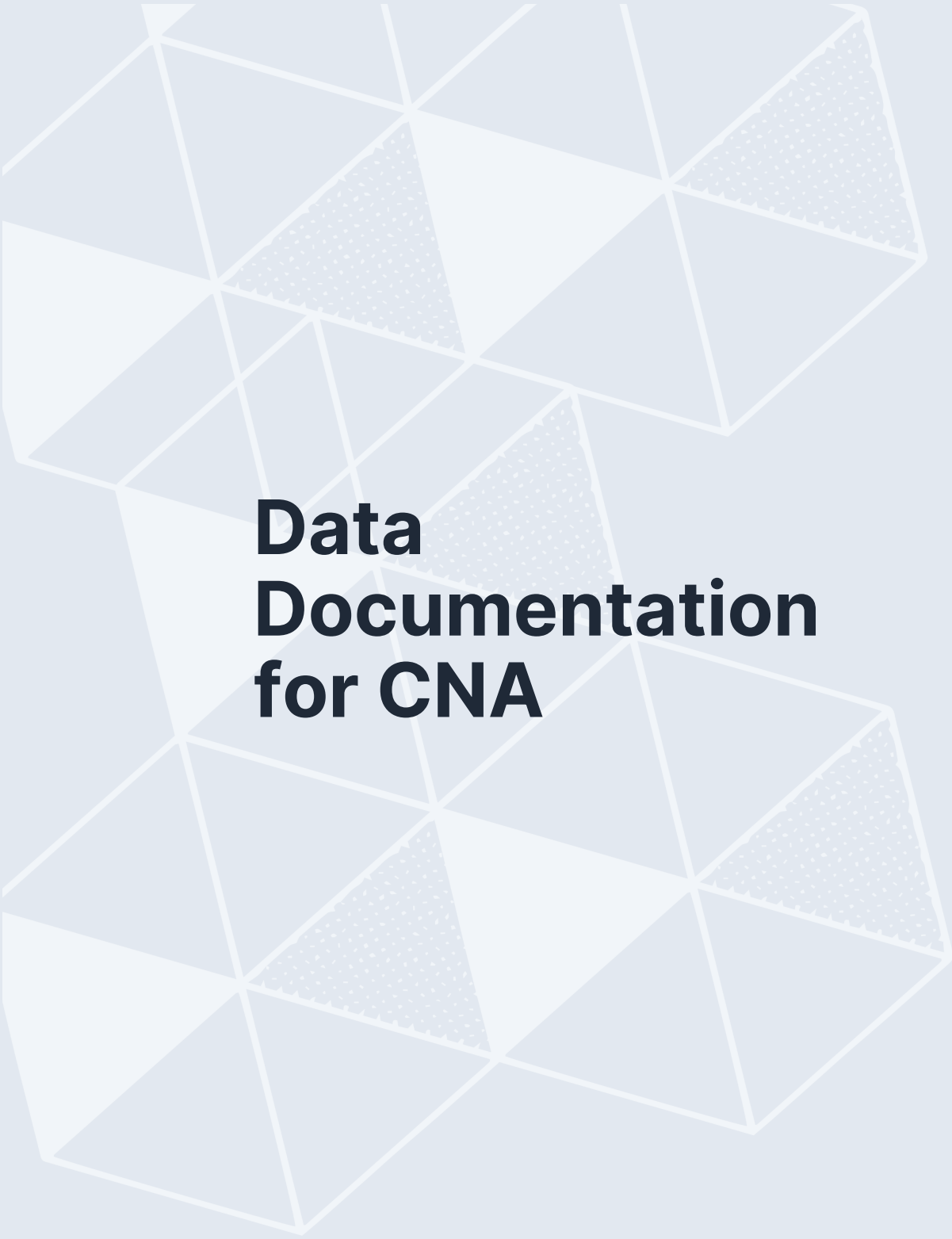
Perceptions

Summary

Richland Elementary continues to build a positive and connected campus culture among staff, students, and families. Strong staff retention, increased family involvement, and a full PTA Board reflect growing confidence and engagement within the RLE community. Stakeholders recognize the campus's focus on relationships, student support, clear expectations, and high-quality instruction. Moving forward, RLE will continue strengthening communication, consistency, and connections across the campus through positive celebrations, family engagement, Emergent Tree and SEL, and opportunities for staff and students to feel known, supported, and valued.

Strengths

Richland Elementary demonstrates clear strengths in campus identity, relationships, and community engagement. Staff benefit from a stable and collaborative environment with clear campus priorities, consistent leadership, and strong professional support. Family involvement continues to grow through a full **PTA Board, Friday Volunteers, and Rocket Parents on Patrol**, while students have opportunities to participate in athletics, clubs, UIL, Rocket Radio, student leadership, and other enrichment activities. Low staff turnover and leadership stability further support consistency in campus systems and instructional practices. Together, these strengths contribute to a strong sense of belonging, connection, and **One Team, One Dream** across the RLE community.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Running Records results
- ☒ Observation Survey results

Student Data: Student Groups

- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



Goals

Goal 1

GOAL 1: We will design and implement systems that provide the necessary structure, support and tools to ensure that staff and students achieve individual growth

Performance Objective 1

100% of students will meet North Star Goal expectations.

Strategy 1

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

Strategy's Expected Result/Impact: Increased student awareness and self-regulation regarding personal academic, social, and emotional growth. Regular evidence collection builds accountability and directly leads to higher individual student achievement outcomes.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team

Formative Reviews

November

January

March

June

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: Provides reliable baseline and benchmark diagnostic data to identify specific student instructional needs in Reading and Math. This enables teachers to deliver targeted, data-informed Tier 1 instruction and timely interventions throughout the year.

Staff Responsible for Monitoring: Administration
Academic Success Coaches

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November

January

March

June

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: Establishes a centralized digital repository for student work artifacts across the year. This process reinforces student ownership of learning and simplifies the communication of growth to families.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches
iTeam

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	January	March	June
----------	---------	-------	------

Strategy 4

Students who are approaching and at meets will be invited to Saturday School for Tier 1 and Extension lessons.

Strategy's Expected Result/Impact: To improve learning outcomes and drive continuous MAP Growth in reading and math, students will engage in targeted extension and enrichment.

Staff Responsible for Monitoring: RLE Campus teams and teachers.

Formative Reviews

November	January	March	June
----------	---------	-------	------

Performance Objective 2

100% of staff will meet 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: Drives targeted, self-directed professional growth aligned with priority T-TESS dimensions. Continuous goal monitoring enhances classroom instructional practices and administrator feedback quality.

Staff Responsible for Monitoring: Administrators

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 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November

January

March

June

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: Encourages systematic professional reflection by requiring quarterly documentation of instructional practice. This portfolio system ensures staff accountability and enriches mid-year and end-of-year performance conferences.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

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

Formative Reviews

November

January

March

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

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: Establishes dedicated collaborative time during team meetings to analyze peer goal attainment. This peer review process fosters collective efficacy and keeps professional growth aligned across grade levels.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

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

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November

January

March

June

Performance Objective 3

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan.

Strategy's Expected Result/Impact: Establishes campus-wide behavioral consistency and reduces instructional disruptions in all classrooms. A predictable discipline management plan fosters a safe, supportive environment conducive to academic focus.

Staff Responsible for Monitoring: Administrators
Culture Coach
Teachers

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

March

June

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: Delivers timely, targeted interventions to at-risk students before behaviors escalate. Grounding interventions in the district framework ensures implementation fidelity and reduces office discipline referrals.

Staff Responsible for Monitoring: Administrators
Counselors
Culture Coach

Formative Reviews

November January March June

Strategy 3

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

Strategy's Expected Result/Impact: Reinforces core behavioral expectations and positive communication campus-wide. Consistent visual messaging elevates campus climate and strengthens respectful interactions among students and staff.

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November January March June

Performance Objective 4

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Ensures early identification and structured academic interventions for special populations and economically disadvantaged students. Tailored support structures close performance gaps and support grade-level mastery.

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team

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

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

Formative Reviews

November

January

March

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Guarantees high-quality instructional materials are systematically utilized for intensive academic intervention. Progress tracking in Branching Minds ensures data-backed decisions and state compliance for accelerated learning.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November

January

March

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Tracks early warning indicators across attendance, behavior, and course completion. Holistically monitoring these metrics allows teams to intervene early and prevent course failure.

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team
MTSS Teams

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

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

Formative Reviews

November

January

March

June

Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Strengthen math instruction in grades 3-6 through targeted professional learning, data-driven PLCs, lesson internalization, and targeted interventions based on student needs.

Strategy's Expected Result/Impact: Increased math achievement and growth in grades 3-6, as evidenced by improved MAP and STAAR performance, with targeted students demonstrating measurable progress toward grade-level standards.

Staff Responsible for Monitoring: Administrators
Teachers
Academic Success Coaches

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

March

June

Performance Objective 5

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

Strategy 1

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

Strategy's Expected Result/Impact: Increased access to guidance services supports student academic readiness and emotional well-being.

Staff Responsible for Monitoring: Administrators
Counselors

TEA Priorities: Connect high school to career and college

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

Formative Reviews

November

January

March

June

Strategy 2

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

required observance.

Strategy's Expected Result/Impact: Integrates daily character development and ethical decision-making into core social studies instruction. Regular exposure builds student empathy, self-responsibility, and a positive school climate.

Staff Responsible for Monitoring: Administrators
Counselors
Academic Success Coaches

TEA Priorities: Connect high school to career and college

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

Formative Reviews

November January March June

Strategy 3

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

Strategy's Expected Result/Impact: Prepares all campus personnel to recognize signs of mental health distress and trauma in students. Staff training ensures a proactive, trauma-informed approach to comprehensive campus wellness.

Staff Responsible for Monitoring: Administrators
Counselors

TEA Priorities: Connect high school to career and college

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

Formative Reviews

November January March June

Performance Objective 6

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

Strategy 1

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

Strategy's Expected Result/Impact: Equips upper elementary students with critical decision-making, peer refusal, and goal-setting skills. Early preventative education reduces high-risk behaviors and promotes healthy choices.

Staff Responsible for Monitoring: Administrators
Counselors

Formative Reviews

November

January

March

June

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: Provides evidence-based education regarding the health risks of vaping and substance use. Student awareness deters substance experimentation and protects classroom instructional focus.

Staff Responsible for Monitoring: Administrators
Counselors

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

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: Ensures administrative and emergency team readiness during critical campus health events. regular tabletop and AED simulations minimize response time during medical emergencies.

Staff Responsible for Monitoring: Administrators
Nurse

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Strategy 4

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

Strategy's Expected Result/Impact: Creates a standardized, legally compliant protocol to identify and address safety concerns early. Proactive threat management maintains physical security and emotional safety across campus.

Staff Responsible for Monitoring: Administrators
Counselors
Security Officer

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November

January

March

June

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: Teaches students to recognize warning signs of distress in themselves and peers. Early detection protocols establish a culture of help-seeking and timely crisis intervention.

Staff Responsible for Monitoring: Administrators
Counselors

TEA Priorities: Connect high school to career and college

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

Formative Reviews

November

January

March

June

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: Reduces disciplinary recidivism by providing personalized wraparound support during re-entry. Targeted case management keeps at-risk students academically connected and emotionally supported.

Staff Responsible for Monitoring: Administrators
Counselors

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

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

Formative Reviews

November

January

March

June

Performance Objective 7

By the end of the 2026-2027 school year, Richland's attendance goal will improve from 94.03% to 94.53%.

Evaluation Data Source: Attendance data in FOCUS

Strategy 1

Create a team to conduct weekly data reviews in FOCUS, deploy early-warning contact protocols for chronic absenteeism, and implement positive attendance incentive programs across all grade levels.

Strategy's Expected Result/Impact: Reduced chronic absenteeism rate, increased average daily attendance (ADA) to meet the 94.53% target, and improved student instructional contact hours.

Staff Responsible for Monitoring: Campus Administrators, Counselors, Attendance Clerk, Parent Liaison.

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Goal 2

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

Performance Objective 1

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

Strategy 1 ☒ Targeted Support Strategy ☒ Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Translates district priorities directly into daily classroom instruction through regular feedback loops. Ongoing leadership coaching accelerates teacher skill growth and improves instructional quality.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

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

Formative Reviews

November

January

March

June

Strategy 2

Utilize campus wide professional development days to support and train teachers on the Learner Growth Experience.

Strategy's Expected Result/Impact: Ensures campus-wide understanding and implementation of district priorities and best learning practices. Aligned professional development creates instructional consistency across all grade levels.

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team

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

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

Formative Reviews

November

January

March

June

Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

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: Accelerates novice teacher development and job satisfaction through structured mentor coaching. Robust onboarding and regular feedback significantly lower first- and second-year teacher turnover.

Staff Responsible for Monitoring: Administrators
Mentor Teachers

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

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: Identifies specific workplace pain points and factors affecting teacher retention. Leadership can proactively address feedback to improve campus culture and workload balance.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

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: Empowers staff to collaboratively solve climate challenges identified in annual survey data. Shared decision-making boosts morale, job satisfaction, and overall teacher retention.

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Performance Objective 3

Develop and implement a performance management system on campus.

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: Drives continuous professional growth through regular observations and actionable feedback. Consistent administrator coaching refines instructional delivery and boosts student academic performance.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

Formative Reviews

Goal 3

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

Performance Objective 1

Ensure high quality Tier 1 instruction in early childhood classrooms.

Strategy 1

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

Strategy's Expected Result/Impact: Provides differentiated early literacy and math instruction tailored to young learners' developmental needs. Small-group settings maximize student engagement and accelerate skill acquisition.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches
Pre-K Teachers

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

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

Formative Reviews

November	January	March	June
----------	---------	-------	------

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: Elevates Pre-K instructional practices through targeted coaching resulting in increased literacy and numeracy scores. Data-driven lessons ensure solid foundational skills before kindergarten.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

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

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

Formative Reviews

November

January

March

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Standardizes explicit, systematic phonics routines across foundational grade levels. Consistent use of high-quality materials strengthens foundational decoding and early reading fluency.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

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

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

Formative Reviews

November

January

March

June

Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Builds strong numerical fluency, addition/subtraction automaticity, and place value understanding in early grades. Solid foundational math concepts prevent upper-elementary learning gaps.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

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

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

Formative Reviews

November

January

March

June

Performance Objective 2

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement ESL content-based model in K-6 grades. Utilize 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: Integrates language acquisition strategies into daily core instruction for emerging bilingual students. Active support from Linguistic Acquisition Teachers accelerates both language proficiency and academic content mastery.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches
LAT

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

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

Formative Reviews

November January March June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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: Ensures administrative oversight of IEP lesson plans, service tracking logs, and student progress. Quarterly reviews ensure compliance, drive targeted coaching, and improve special education outcomes.

Staff Responsible for Monitoring: Administrators

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

Formative Reviews

November

January

March

June

Strategy 3

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

Strategy's Expected Result/Impact: Provides challenging extension activities tailored to the needs of gifted and talented students. Differentiated tasks maintain academic engagement and foster advanced critical thinking.

Staff Responsible for Monitoring: Administrators
Advanced Learning Teacher
Academic Success Coaches

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

January

March

June

Strategy 4

Include campus strategies to address SPED accountability targets

Strategy's Expected Result/Impact: Focuses core and supplemental instruction on Closing the Gaps state performance metrics for special education. Targeted intervention strategies boost student mastery on standardized assessments.

Staff Responsible for Monitoring: Administrators
ISS
Special Education Lead

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

January

March

June

Performance Objective 3

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

The percent of students who score at the meets level in 3rd grade math will grow from 42% to 55% by June 2027.

Strategy's Expected Result/Impact: Concentrates tier-1 instructional strategies to increase third-grade math proficiency significantly. Focused interventions ensure foundational problem-solving skills are established early.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

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

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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: Standardizes rigorous, standards-aligned math instruction across grade levels. Continuous differentiated staff training guarantees high-fidelity curriculum execution.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

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

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

Formative Reviews

NovemberJanuaryMarchJune

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

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: Ensures teacher teams unpack standards and plan intentional, high-rigor lessons prior to delivery. Collaborative planning improves lesson alignment and instructional effectiveness.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

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

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November

January

March

June

Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Uses real-time assessment data to identify student misconceptions immediately in priority subjects. Weekly data meetings enable prompt re-teaching and targeted academic support.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November

January

March

June

Strategy 5 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Strengthens campus leadership capacity to evaluate instruction and provide actionable coaching. High-leverage leadership coaching directly drives campus-wide academic gains.

Staff Responsible for Monitoring: Administrators

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

Formative Reviews

November

January

March

June

Strategy 6 Targeted Support Strategy Additional Targeted Support Strategy

Participate in the Accountability Data Leadership Series to deepen capacity for tracking student growth and addressing state accountability standards.

Strategy's Expected Result/Impact: Enhances leadership's ability to track student growth trends and navigate state accountability systems. Data literacy ensures proactive adjustments to meet academic performance standards.

Staff Responsible for Monitoring: Administrators

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

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

Formative Reviews

November

January

March

June

Strategy 7 Targeted Support Strategy Additional Targeted Support Strategy

The percent of students who score at the meets level in 3rd grade reading will from 49% to 60% by June 2027

Strategy's Expected Result/Impact: Aligns literacy instruction to ensure third graders reach grade-level reading benchmarks. Early reading proficiency secures the foundation for future academic success across all subjects.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

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

Formative Reviews

November

January

March

June

Strategy 8

Qualified tutors will be hired to provide tiered instructional support to students and teachers. Implement structured, bi-weekly alignment protocols between classroom teachers and intervention tutors to deliver targeted, high-dosage tutoring mapped directly to weekly Tier 1 essential TEKS and MAP Growth priority TEKS.

Strategy's Expected Result/Impact: Increased fidelity of Tier 2/3 small-group interventions, leading to accelerated mastery of targeted essential standards and measurable growth on campus CIAs and MAP Growth assessments.

Staff Responsible for Monitoring: Campus Administrators, Academic Success Coaches, Classroom Teachers, and Tutors.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November

January

March

June

Strategy 9

By the end of the 2026-2027 school year, tutoring schedules will be implemented using qualified instructional tutors to deliver targeted intervention, resulting in a minimum of 5% growth on campus CIAs and MAP growth assessments in Reading and Math.

Strategy's Expected Result/Impact: Accelerated student academic growth, increased student mastery of foundational TEKS on campus CIAs, and measurable progress toward grade-level benchmarks on MAP Growth assessments.

Staff Responsible for Monitoring: Campus Administrators, Academic Success Coaches, Classroom Teachers, and Tutors

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November

January

March

June

Strategy 10

Provide targeted Tier 1 extension, enrichment, and acceleration activities within core instruction and Saturday School sessions for students performing at or above grade level to promote continuous academic growth and advanced standard mastery.

Strategy's Expected Result/Impact: Increased percentage of students reaching Meets and Masters performance levels on state standards and MAP Growth assessments, preventing academic growth plateauing in Tier 1 students.

Staff Responsible for Monitoring: Campus Administrators, Academic Success Coaches, and Grade-Level Classroom Teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November

January

March

June

Strategy 11

We will identify time and resources to provide all Core subject teachers with additional planning time by providing half day subs for class coverage and planning support from campus and district coaches.

Strategy's Expected Result/Impact: Teachers will benefit from the additional lesson preparation time and having access to experts in the HQIM being implemented. This will lead to more prepared, higher quality T1 instruction which in turn will result in improved student academic outcomes.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

Performance Objective 4

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

Strategy 1

Monitor and support the implementation of I-Team professional learning to ensure technology is purposefully integrated into instruction, with a focus on productive screen time and student learning.

Strategy's Expected Result/Impact: Ensures classroom technology is used purposefully to support high-yield learning outcomes. Strategic oversight minimizes passive screen time while maximizing digital literacy.

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team
iTeam

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

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

Formative Reviews

November

January

March

June

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: Connects classroom tasks directly to real-world competencies defined in the district Graduate Profile. Students develop essential life-ready skills, critical thinking, and problem-solving abilities.

Staff Responsible for Monitoring: Administrators
Academic Success Coaches

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

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

Formative Reviews

November

January

March

June

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: Increases community visibility of student academic work through showcases, parent nights, and tours. Highlighting campus strengths builds neighborhood pride and supports student enrollment.

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team

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

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

Formative Reviews

November

January

March

June

Performance Objective 5

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

Strategy 1

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: Provides structured tutorials and TSI assessment support to ensure 100% of AVID seniors meet CCMR indicators. Bi-weekly tracking guarantees timely interventions for post-secondary success.

Staff Responsible for Monitoring: Administrators
AVID Team

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

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 students.

Strategy's Expected Result/Impact: Exposes upper elementary students to practical financial literacy and workplace pathways. Hands-on experiential learning connects classroom concepts to future career possibilities.

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team

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

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

Formative Reviews

November

January

March

June

Performance Objective 6

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

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

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: Accelerates school turnaround by focusing leadership and staff on high-leverage teaching strategies and culture norms. Regular coaching feedback yields rapid improvements in classroom execution.

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team

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

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

Formative Reviews

NovemberJanuaryMarchJune

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: Leverages external technical assistance to strengthen campus instructional systems. Dedicated expert coaching builds long-term organizational capacity and student achievement.

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team

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

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

Formative Reviews

NovemberJanuaryMarchJune

Goal 4

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

Performance Objective 1

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

Strategy 1

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

Strategy's Expected Result/Impact: Connects local business leaders directly with campus operations and student programs. Authentic partnerships foster long-term community investments, mentorships, and financial support.

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

Formative Reviews

November

January

March

June

Performance Objective 2

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

Strategy 1

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

Strategy's Expected Result/Impact: Streamlines school-to-home communication into a single, predictable platform. Weekly delivery tracking ensures equal information access for all families.

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Strategy 2

Telling the Richland Elementary 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: Broadens community awareness by sharing campus success stories across social media, websites, and neighborhood groups. Transparent communication builds trust and strong community partnerships.

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team
Richland's RISD Insider

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

January

March

June

Performance Objective 3

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

Strategy 1

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

Strategy's Expected Result/Impact: Equips parents with clear academic targets and practical home-learning strategies during conferences. Engaging families as active learning partners reinforces student academic progress outside the classroom

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team

Formative Reviews

November

January

March

June

Goal 5

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

Performance Objective 1

Ensure operations are conducted in a financially efficient and effective manner

Strategy 1

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

Strategy's Expected Result/Impact: Ensures staff follow district financial guidelines and procurement workflows during biannual trainings. Clear procedures build fiscal integrity and prevent administrative delays in purchasing supplies.

Staff Responsible for Monitoring: Administrators
Office Executive

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Strategy 2

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

Strategy's Expected Result/Impact: Reduces campus energy consumption and utility expenditures through operational efficiency. Reclaimed utility savings can be redirected toward instructional resources.

Staff Responsible for Monitoring: Administrators
Office Executive

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 2

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

Strategy 1

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

Strategy's Expected Result/Impact: Establishes standardized procedures to protect parental rights in accordance with state legislation. Clear operational compliance builds legal alignment and institutional trust.

Staff Responsible for Monitoring: Administrators

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

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

NovemberJanuaryMarchJune

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: Establishes immediate muscle memory and operational familiarity with Standard Response Protocols (evacuate, hold, lockdown, shelter, secure). Early-year practice ensures swift, organized execution during emergency situations.

Staff Responsible for Monitoring: Administrators
Campus Security Officer
Safety Team

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Strategy 3

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

Strategy's Expected Result/Impact: Maintains campus safety awareness throughout the academic year via quarterly drill days. Routine practice keeps emergency readiness top-of-mind for staff and students.

Staff Responsible for Monitoring: Administrators
Campus Security Officer
Safety Team

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

Performance Objective 3

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

Strategy 1

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

Strategy's Expected Result/Impact: Protects technology hardware assets while instilling safe, ethical online practices in students. Streamlining tech ticket workflows ensures technical disruptions to instruction are resolved quickly.

Staff Responsible for Monitoring: Administrators
Instructional Leadership Team
LITE

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November

January

March

June

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: Coordinates physical and technological upgrades with minimal disruption to ongoing instruction. Timely bond execution provides modern, safe, and efficient learning facilities for students and staff.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June
----------	---------	-------	------



State Compensatory Education

State Compensatory

Budget for Richland Elementary

Total SCE Funds: \$5,460.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Tutoring



Title I Summary

Title I