

Richardson Independent School District



Skyview Elementary

2026-2027 Campus Improvement Plan

Mission Statement

At Skyview Elementary, our mission is to cultivate a learning environment where every student is empowered to LEARN, encouraged to EXCEL, and inspired to SOAR. We are dedicated to providing a supportive, inclusive, and stimulating atmosphere where students can thrive academically, socially, and emotionally. Through a commitment to innovative teaching, collaborative partnerships, and continuous improvement, we strive to equip our students with the knowledge, skills, and confidence they need to achieve their fullest potential.

Vision

Our vision at Skyview Elementary is to create a dynamic and nurturing educational community that fosters a passion for learning and excellence. We envision a school where:

- Every student is engaged in meaningful and challenging learning experiences that promote intellectual growth and critical thinking.
- Excellence is pursued in all areas, from academics to the arts, athletics, and character development.
- Students are encouraged to soar, reaching new heights of personal and academic achievement, and prepared to contribute positively to society.

Value Statement

Through our focus on LEARN, EXCEL, and SOAR, we aim to inspire a lifelong love of learning, a drive for excellence, and the confidence to reach for the stars.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The needs assessment at Skyview Elementary serves as a comprehensive evaluation of our school's strengths and areas for improvement across various domains, including student achievement, perceptions, and overall school climate. By collecting and analyzing data from surveys, focus groups, and academic performance metrics, we aim to identify critical gaps and prioritize initiatives that will enhance student learning and engagement. This assessment not only reflects the voices of our students, parents, and staff but also guides our strategic planning efforts, ensuring that we align our resources and interventions effectively to meet the diverse needs of our school community. Through this collaborative approach, we are committed to fostering an inclusive environment that promotes academic success and holistic development for all students.

Demographics

Summary

Staff Members: 85

Classroom Instructors: 56

Administrators: 3

Counselors: 2

Academic Success Coaches: 4

Dyslexia Instructors: 1

Language Acquisition Teachers: 2

Advanced Learning Teacher: .5

Hispanic: 46%

African American: 31%

Asian: 14%

White: 5%

Economically Disadvantaged: 97%

Emergent Bilinguals: 66%

Special Education: 9.8%

Number of students per teacher: 17.9

Beginning Teachers: 7%

1 to 5 years: 37%

6 to 10 years: 14%

11 to 20 years: 23%

23 to 30 years: 17%

Strengths

Skyview Elementary's strengths include a diverse student population, a dedicated instructional team, specialized academic and student support personnel, and opportunities for collaborative professional growth. The campus serves students with varied cultural, linguistic, socioeconomic, and learning needs, creating an opportunity to leverage staff expertise and targeted support systems to advance equitable student outcomes. The combination of early-career and experienced educators provides a foundation for mentoring, coaching, and shared leadership. By strengthening family and community partnerships and consistently

reinforcing our core values of **Safe, Responsible, and Respect**, Skyview can continue building a supportive, inclusive, and collaborative school culture focused on student achievement, staff development, and continuous improvement.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 There is a need to strengthen the consistent implementation of differentiated, culturally responsive, and data-driven instructional practices to ensure all students have equitable access to grade-level instruction and opportunities for academic growth.	Greater consistency in translating student performance data and identified learning needs into differentiated instructional practices, targeted interventions, and progress monitoring across grade levels and student groups.

★ = Priority

Student Learning

Summary

Skyview Elementary is committed to ensuring the academic success of all students, focusing on providing targeted instruction and support to meet diverse learning needs. Over the past year, we have implemented several data-driven strategies, such as MAP assessments, STAAR preparation, and Skyhawk Achievement Time, to boost student achievement. Despite these efforts, we are still seeing mixed results across key areas, particularly in math and among our Special Education and Emergent Bilingual populations. The data presented below reflects the ongoing need to address achievement gaps, while also celebrating areas of growth, especially in reading. By continuing to refine our instructional practices and interventions, we are determined to help all students excel.

1. State and Local Assessment Data

- **STAAR Performance:**
Over the past academic year, our STAAR performance showed **roughly 43%** of students meeting or exceeding grade-level expectations.
- **Benchmark Assessments:**
Our benchmark results indicate that **roughly 42%** of students are on track to meet grade-level standards. Specific gains were noted in 3rd-grade math, where targeted interventions have resulted in **roughly 47%** of students reaching proficiency.
- **MAP (Measure of Academic Progress) Data:**
The MAP assessment data demonstrates progress for our students. However, continued focus on struggling learners is needed in math, where only **roughly 35%** of students made expected growth.

2. Progress Monitoring

- **What I Need (WIN) Time:**
Our dedicated intervention time has shown significant improvements in closing learning gaps, particularly among Emergent Bilingual students, where **roughly 43%** of students showed progress in English language development.
- **Growth Measurements:**
5th-grade reading saw the highest growth, with **roughly 49%** of students showing one or more years of academic progress, while 3rd- and 5th grade math needs further support, with only **roughly 32%** demonstrating expected growth.

3. Special Programs Data

- **Special Education (SPED) Performance:**
Our SPED students have shown moderate growth in reading, with **roughly 46%** meeting their IEP goals. However, math continues to be a challenge, with only **roughly 29%** of SPED students reaching proficiency, highlighting the need for more individualized supports.
- **Emergent Bilingual (EB) Data:**
English Learners have demonstrated growth in both English proficiency and core subjects, with **roughly 44%** meeting progress goals on TELPAS. The need for additional instructional support is evident in 4th-grade math, where only **roughly 31%** of EB students met the standard.

4. Advanced Programs and CCMR

- **College, Career, and Military Readiness (CCMR) Initiatives:**
Initiatives like early exposure to college and career readiness through programs such as AVID have fostered excitement about future opportunities for **roughly 45%** of students in grades 3-5.

5. Retention and Dropout Data

- **Retention Rates:**
Our retention rates remain steady at **roughly 15%**, with targeted interventions helping students in danger of repeating grades. These interventions have been particularly successful in 2nd grade, where retention rates were

reduced by **roughly 10%**.

- **Dropout Prevention:**

Though not directly applicable at the elementary level, early identification of students at risk for academic failure is key. We have identified **roughly 40** students needing additional support through MTSS (Multi-Tiered System of Supports).

6. English Language Learner (ELL) and Bilingual Data

- **English Language Assessments:**

Progress in English language development continues, with **roughly 44%** of ELL students making gains on TELPAS. This data highlights the need for ongoing, differentiated instruction for English learners in 3rd-grade reading, where only **roughly 35%** are meeting expectations.

7. Overall Grades and Graduation Plans

- **Grade Distribution:**

Our grade distribution data shows that **roughly 48%** of students are achieving at or above grade-level expectations in core subjects. However, a small percentage of students in 4th-grade math (**roughly 29%**) are struggling with foundational skills, which we are addressing through targeted interventions.

- **Long-term Graduation Planning:**

Our elementary strategies emphasize early preparation for middle and high school pathways. Programs like AVID, introduced in upper elementary grades, are helping **roughly 46%** of students focus on long-term academic goals.

Areas of Focus:

- Closing achievement gaps for our Emergent Bilingual students and students with disabilities in math (currently at **roughly 31%** proficiency).
- Increasing growth percentages for students who are below grade level in key areas like math and reading, with a focus on students making below-average growth (**roughly 35%** in math).
- Strengthening interventions for our most at-risk students through Skyhawk Achievement Time and personalized learning approaches, as **roughly 43%** of students show improvement but need continued support.

Strengths

Skyview Elementary has shown growth in reading achievement, with students meeting or exceeding grade-level expectations on the STAAR assessment. Our MAP data highlights steady growth, particularly in reading, where students are making progress toward national averages in RIT growth. Additionally, our dedicated intervention time, Skyhawk Achievement Time, has proven effective, especially for Emergent Bilingual students, who are making significant progress in English language development. These results demonstrate the impact of our targeted instructional strategies and focused interventions across multiple student groups.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 A significant number of students are not meeting grade-level expectations in math, as performance in this area lags behind other subjects. The need for targeted interventions and additional support is critical to closing the achievement gap in math, especially in upper grades.	There is a lack of personalized and targeted interventions for students who are performing below grade level. Inadequate differentiation during Tier 1 instruction and limited monitoring of student progress contribute to insufficient growth for struggling learners.
2 There is a lack of personalized and targeted interventions for students who are performing below grade level. Inadequate differentiation during Tier 1 instruction and limited monitoring of student progress contribute to insufficient growth for struggling learners.	Special Education students often do not receive enough specialized instructional strategies and individualized supports aligned with their IEPs. There is also a need for more co-teaching opportunities and collaboration between SPED and general education teachers to ensure differentiated instruction is being effectively delivered.
3 Although progress has been made, many Emergent Bilingual students are still struggling to meet grade-level expectations, especially in math. Additional language supports, coupled with content instruction, are needed to accelerate their academic progress.	Limited integration of language acquisition strategies in content instruction results in gaps between language development and academic progress. Teachers may need more training in scaffolding content to meet the dual demands of language development and academic mastery, especially in math.

★ = Priority

School Processes & Programs

Summary

Our programs and processes at Skyview Elementary include a comprehensive approach to curriculum and instruction, ensuring alignment with district and state standards. We utilize Eureka for math instruction and Amplify for reading, both of which provide structured, data-driven approaches to support student achievement. Professional development is a priority, offering ongoing training and support to staff to enhance instructional practices, including the effective use of Eureka and Amplify in the classroom.

Leadership and decision-making processes are collaborative, involving key stakeholders to ensure informed and inclusive decisions. Effective communication systems are in place to keep staff, students, and parents informed and engaged. We maintain a well-organized structure that supports scheduling, student services, and extracurricular activities, promoting a balanced and enriched learning environment. Support services, including special education, ESL, and intervention programs, are integrated to address diverse student needs. Technology integration is a key focus, with a clear plan for utilizing digital tools to enhance both teaching and learning experiences. Overall, our approach is centered on providing holistic support to students and staff, ensuring an engaging, effective educational experience.

Strengths

Skyview Elementary's processes and programs demonstrate several strengths that contribute to a thriving school environment. The integration of **Blue Bonnet** for math and **HMH** for reading provides a strong foundation for data-driven instruction, ensuring that students are receiving targeted, research-based learning experiences in core subjects. These programs empower teachers with structured curricula that are adaptable to meet diverse student needs.

Our **professional development** initiatives are robust, offering ongoing opportunities for staff to refine their skills and stay current with best practices. The collaborative nature of our **leadership and decision-making processes** fosters a culture of shared responsibility, ensuring that input from teachers, parents, and staff is valued, leading to well-rounded and effective strategies.

Communication systems are another strength, keeping everyone connected and informed. This is complemented by well-organized **scheduling** and comprehensive **support services**, such as special education, ESL programs, and interventions, which ensure that all students receive the assistance they need to succeed. Additionally, Skyview's commitment to technology through an effective **technology integration plan** enhances both teaching and learning, preparing students for a tech-driven future.

Our growing focus on both extracurricular and co-curricular opportunities is helping to provide students with a more balanced education, fostering not only academic growth but also social and emotional development. These emerging efforts highlight the potential of Skyview's school processes and programs in building an inclusive and increasingly effective learning environment as we continue to expand these opportunities.

Perceptions

Summary

Skyview Elementary values transparency, engagement, and collaboration as essential components of our school culture. Through various means of gathering feedback, including surveys, interviews, and focus groups, we continuously strive to understand the perceptions of our stakeholders—students, parents, staff, and community members. This summary provides insights into how well we are conducting our business and areas for improvement.

1. Surveys and Feedback

Recent surveys indicate a generally positive perception of the school's environment, with parents and staff expressing satisfaction with communication and the level of support provided to students. However, some areas, such as the clarity of academic expectations and involvement in decision-making processes, have been identified as needing further attention.

2. Parent Engagement

Parent participation in school events has been commendable, with attendance at open houses and parent-teacher conferences reflecting strong community interest. Feedback suggests that while parents feel welcomed, there are opportunities to enhance engagement through more regular updates and involvement in school committees.

3. Culture and Climate

The overall culture at Skyview is described as supportive and inclusive. However, some staff feedback highlights the need for improved recognition of efforts and achievements to foster a more positive climate. Building a sense of belonging and valuing diverse perspectives remains a focus for ongoing development.

4. Community Partnerships and Volunteerism

Our partnerships with local organizations have enriched the educational experience for students, providing resources and support. Volunteer participation, while steady, could benefit from increased outreach and recruitment efforts to ensure diverse representation and involvement across the community.

5. Staff Surveys and Retention

Staff feedback indicates a strong commitment to the school mission and a collaborative work environment. However, concerns about workload and support for professional development have been noted. High retention rates speak to overall job satisfaction, but targeted efforts to address staff needs and development opportunities are essential for continued success.

6. Student Feedback

Students generally report feeling safe and supported at school, with many expressing enjoyment in their learning experiences. Areas for improvement include increasing student voice in decision-making and enhancing opportunities for leadership and engagement within the school.

7. Communication Effectiveness

Communication between school and home has improved, with many parents appreciating the use of digital platforms for updates and information sharing. However, feedback suggests that some families prefer more direct and personal communication, indicating a need for varied communication strategies to reach all families effectively.

In conclusion, while Skyview Elementary has established a strong foundation for conducting business effectively, ongoing evaluation and improvement in stakeholder engagement, communication, and recognition will help foster a thriving school community that meets the needs of all students and families.

Strengths

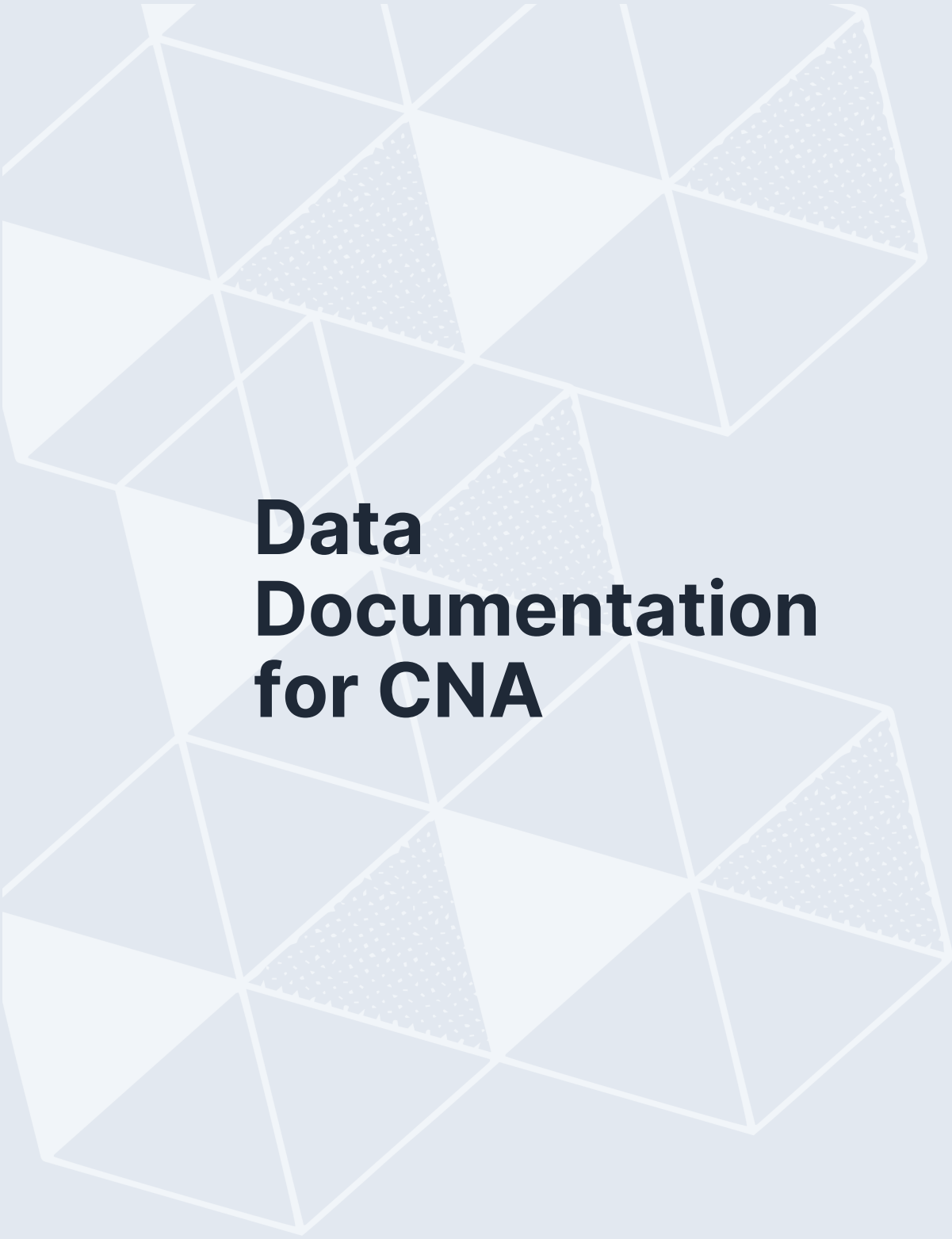
Skyview Elementary has cultivated a positive and inclusive school culture, with strong support from parents and staff, as reflected in recent surveys. Parents express high satisfaction with the school's communication and the welcoming atmosphere at events, indicating robust engagement levels. The commitment of our staff to the school's mission is evident, fostering a collaborative environment that benefits students. Additionally, students report feeling safe and supported, contributing to an overall sense of belonging within the school community. These strengths highlight the effective partnerships and shared values that enhance the

educational experience for everyone at Skyview.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 While Skyview Elementary has many strengths, there are notable concerns regarding the clarity of academic expectations and the level of parent involvement in decision-making processes. Feedback indicates that some parents feel disengaged and uncertain about how to support their children's learning effectively, which may lead to a disconnect between home and school.	The root cause of this issue stems from inconsistent communication strategies and insufficient opportunities for parental involvement in school governance and decision-making. Parents may not receive regular updates or invitations to participate in committees and discussions, which can hinder their understanding of academic expectations and their ability to support their children's education. .

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Federal Report Card and accountability data
- ☒ Local Accountability Systems (LAS) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data

- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Gifted and talented data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ School safety data

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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



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: Campus climate survey, attendance records, parent survey, and campus data

Strategy 1

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

Strategy's Expected Result/Impact: Increased staff accountability for goal progress and consistent evidence of professional growth, leading to improved instructional practices and student achievement.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team
Teachers

TEA Priorities: Improve low-performing schools

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

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Strategy 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: Consistent assessment data to track academic growth, inform differentiated instruction, and ensure progress toward North Star student achievement goals.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team
Teachers

TEA Priorities: Improve low-performing schools

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

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Strategy 3

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

Strategy's Expected Result/Impact: Increased student ownership and goal tracking through quarterly portfolio artifacts, driving higher student engagement and academic growth.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team
Teachers

TEA Priorities: Improve low-performing schools

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

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Performance Objective 2

100% of staff will meet North Star Goal expectations.

Evaluation Data Source: Portfolios, Local, District, State Assessments

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: Increased staff accountability for goal progress and consistent evidence of professional growth, leading to improved instructional practices and student achievement.

Staff Responsible for Monitoring: Administration
Teachers

TEA Priorities: Improve low-performing schools

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

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Strategy 2

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

Strategy's Expected Result/Impact: Consistent quarterly portfolio evidence in Schoology to drive ongoing teacher reflection, track professional growth progress, and improve classroom instructional execution.

Staff Responsible for Monitoring: Administration
Teachers

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

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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: Increased teacher reflection, cross-grade alignment, and peer collaboration every 9 weeks, leading to consistent digital portfolio documentation, improved instructional delivery, and accelerated student growth toward North Star goals.

Staff Responsible for Monitoring: Administration
Teachers

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Performance Objective 3

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

Evaluation Data Source: MTSS, Intervention Groups, Progress Monitoring Data, and consistent evidence of

Strategy 1

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

Strategy's Expected Result/Impact: Decreased behavioral disruptions and discipline referrals, leading to a safer campus environment and increased instructional time for all students.

Staff Responsible for Monitoring: MTSS Team
Administration

TEA Priorities: Improve low-performing schools

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

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Strategy 2

Utilize the 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: Early identification and targeted behavioral support for Tier 2 students, resulting in improved student self-regulation, reduced discipline referrals, and accelerated academic progress.

Staff Responsible for Monitoring: MTSS Behavior Support Team
Administration
Teachers

TEA Priorities: Improve low-performing schools

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

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Strategy 3

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

Strategy's Expected Result/Impact: Increased campus-wide awareness and reinforcement of positive behavioral standards, fostering a respectful school climate, improved student self-awareness, and reduced behavioral disruptions.

Staff Responsible for Monitoring: Administration
Behavior Support Team (Emergent Tree)

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Performance Objective 4

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

Evaluation Data Source: Consistent evidence of professional growth, leading to improved instructional practices and student achievement.

Strategy 1

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

Strategy's Expected Result/Impact: Timely, targeted academic interventions and progress monitoring for identified at-risk students (economically disadvantaged, STAAR re-testers, EB, SpEd), resulting in reduced failure rates and accelerated growth on district and state assessments.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team
Teachers

TEA Priorities: Improve low-performing schools

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

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Strategy 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: Accelerated learning and targeted intervention for students with academic gaps through fidelity implementation of High Quality Instructional Materials (HQIM) and routine progress monitoring in Branching Minds, leading to increased student achievement and mastery of grade-level TEKS.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team
Advanced Learning Teacher
Classroom Teacher

TEA Priorities: Improve low-performing schools

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

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Strategy 3

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

Strategy's Expected Result/Impact: Early identification and continuous tracking of at-risk students in Branching Minds, driving targeted interventions to improve attendance, behavior, and academic passing rates.

Staff Responsible for Monitoring: Administration
Instructional Leadership Team
Classroom Teacher

TEA Priorities: Improve low-performing schools

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

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Performance Objective 5

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

Evaluation Data Source: Climate Survey, Counselor Referrals, Behavior Reports

Strategy 1

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

Strategy's Expected Result/Impact: Full compliance with Texas Education Code counseling service mandates, resulting in proactive student support, increased mental health awareness, reduced counselor referral backlogs, and a safer campus climate.

Staff Responsible for Monitoring: Administration
Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Improved student character development, social-emotional growth, and positive campus climate through structured character education instruction.

Staff Responsible for Monitoring: Administration
Counselors

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

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Strategy 3

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

Strategy's Expected Result/Impact: Comprehensive staff training in school safety and mental health awareness, leading to improved crisis response readiness, stronger trauma-informed support systems, and enhanced overall student well-being.

Staff Responsible for Monitoring: Administration
Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 6

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

Evaluation Data Source: Attendance Data, School Clinic Logs/Reports,

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: Increased student decision-making and peer refusal skills, leading to positive health choices, reduced substance-use risk factors, and enhanced social-emotional readiness to support academic achievement.

Staff Responsible for Monitoring: Administration
Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Increased staff preparedness and emergency response readiness, ensuring quick, coordinated campus action and student safety during medical emergencies.

Staff Responsible for Monitoring: Administration
Nurse
Campus Emergency Response Team

TEA Priorities: Improve low-performing schools

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

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Strategy 3

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

Strategy's Expected Result/Impact: Early identification and proactive intervention for behavioral threats through a fully trained Campus Threat Assessment Team, ensuring full compliance with Texas Education Code 37.115 and maintaining a safe, secure learning environment for students and staff.

Staff Responsible for Monitoring: Administation
Campus Threat Team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

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: Reduced DAEP recidivism and improved student attendance and academic performance through dedicated transition case management and wraparound support.

Staff Responsible for Monitoring: Administration
Classroom Teacher
Counselor
DAEP Teacher

TEA Priorities: Improve low-performing schools

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

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Goal 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: Teacher growth goals/action plans, Eduphoria/TTESS walkthrough data, and coaching logs/follow-up documentation

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: High-impact instructional practices, stronger alignment between classroom instruction and district priorities, and improved student academic growth

Staff Responsible for Monitoring: Administration
Academic Success Coaches
Region 10 LIFT Grant Coaches
Central Administration

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

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Strategy 2

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

Strategy's Expected Result/Impact: Increased consistency in instructional practices and student ownership of learning, leading to improved academic growth and achievement

Staff Responsible for Monitoring: Administration
Teaching and Learning Department
Academic Success Coaches

TEA Priorities: Improve low-performing schools

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

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: Staff retention/return rate, teacher vacancy data, Staff climate/culture surveys

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: Increased educator retention and reduced campus turnover.

Staff Responsible for Monitoring: Administration
Human Resources Department

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

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

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Strategy 2

Address low-scoring areas in the 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: Increased favorable responses on identified climate survey indicators and improved teacher retention

Staff Responsible for Monitoring: Administration

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

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

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: TTESS/Eduphoria evaluation data, teacher feedback surveys, and student achievement/growth data

Strategy 1

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

Strategy's Expected Result/Impact: Increased staff effectiveness and instructional quality, contributing to improved student growth and achievement.

Staff Responsible for Monitoring: Administration
Academic Success Coaches
Region 10 LiFT Grant Coaches
Teaching and Learning
Area Superintendent

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Goal 3

We will establish systems for curriculum and learning experiences that 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: TTESS observation data, Student assessment data, PLC/data meeting documentation,

Strategy 1

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

Strategy's Expected Result/Impact: Increase student engagement, foundational skill development, and kindergarten readiness through consistent, targeted small-group instruction.

Staff Responsible for Monitoring: Administration

Academic Success Coaches
Pre-Kindergarten Department
Teaching and Learning
Classroom Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: 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.

Strategy's Expected Result/Impact:

Improved student performance and a 4% annual increase in end-of-year CLI Engage letter recognition and numeracy scores.

Staff Responsible for Monitoring: Administration

Academic Success Coaches
Pre-Kindergarten Department
Teaching and Learning
Classroom Teachers

TEA Priorities: Improve low-performing schools

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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: Consistent, high-quality phonics instruction across PK-2 classrooms will strengthen students' foundational reading skills, increase phonics proficiency, and improve overall early literacy outcomes.

Staff Responsible for Monitoring: Administration
Academic Success Coaches
Pre-Kindergarten Department
Teaching and Learning
Classroom Teachers

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

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

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Strategy 4

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

Strategy's Expected Result/Impact: Students will develop a strong conceptual understanding of place value and greater fluency with number identification, addition, and subtraction, resulting in increased mathematical accuracy, confidence, and overall achievement.

Staff Responsible for Monitoring: Administration
Academic Success Coaches
Pre-Kindergarten Department
Teaching and Learning
Classroom Teachers

ESF Levers: 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: State Standardized Assessments, Interim & Benchmark Assessments, Language Proficiency Assessments, Special Education & IEP Management Systems, and GT Identification & Screening Logs

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: Accelerated English Language Proficiency Growth, Increased Core Content Mastery, Overall Increased Student Achievement

Staff Responsible for Monitoring: Administration
Language Acquisition Teachers
Classroom Teachers
Academic Success Coaches

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: Data-driven adjustments to bilingual instruction that enhance dual-language fluency, comprehension, and core content mastery, leading to accelerated English language acquisition and closed achievement gaps for emergent bilingual students.

Staff Responsible for Monitoring: Administration
Language Acquisition Teachers
Classroom Teachers
Academic Success Coaches

TEA Priorities: Improve low-performing schools

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Strategy 3

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

Strategy's Expected Result/Impact: Improved IEP goal attainment, compliant service documentation, and narrowed achievement gaps through quarterly Data Dashboard monitoring and targeted coaching.

Staff Responsible for Monitoring: Administration
Special Education Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

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

Strategy's Expected Result/Impact: High-rigor, differentiated instruction and enrichment opportunities that challenge GT students, driving increased performance on advanced measures, state assessments, and district benchmarks.

Staff Responsible for Monitoring: Administration
Gifted and Talented Teachers
Classroom Teachers

TEA Priorities: Improve low-performing schools

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Strategy 5

Implement PLC planning opportunities between general education and special education teachers to deliver aligned, accommodated Tier 1 instruction and specially designed instruction

Strategy's Expected Result/Impact: Increased access to grade-level TEKS, improved co-teaching fidelity, and higher passing rates for students receiving special education services on district and state assessments.

Staff Responsible for Monitoring: Administration
Special Education Teachers
Classroom Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

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

Evaluation Data Source: Administrative & Peer Walkthrough Rubrics, Instructional Coaching Logs, High-Quality Instructional Materials (HQIM) Fidelity Audits, Interim & Universal Benchmark Screeners, Common Formative Assessments (CFAs), Summative & District Assessment Results

Strategy 1

Increase STAAR/EOC performance for students in 3rd-grade Math and Reading.
Reading (2026-2027goal = 60%) and Math (2026- 2027 goal = 55%) per BOT goals.

Strategy's Expected Result/Impact: Accelerated student academic growth and increased proficiency on 3rd-grade STAAR Reading and Math assessments, meeting BOT performance targets (60% Reading / 55% Math) and improving campus Domain 1 and Domain 3 accountability ratings.

Staff Responsible for Monitoring: Administration, Language Acquisition Teachers, Academic Success Coaches,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: High-fidelity implementation of K-5 math HQIM and aligned staff professional learning, resulting in increased instructional delivery consistency, improved student mathematical reasoning, and accelerated growth on district and state math assessments.

Staff Responsible for Monitoring: Administration, Teaching and Learning, Academic Success Coaches, Classroom Teachers

TEA Priorities: Improve low-performing schools

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

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Strategy 3

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

Strategy's Expected Result/Impact: Accelerated growth and proficiency in 3rd-grade reading and math through high-fidelity DDI protocols and weekly PLC data meetings, leading to timely identification of learning gaps, targeted spiral review, and higher student performance on state assessments.

Staff Responsible for Monitoring: Administration, Academic Success Coaches, Classroom Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

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: Improved high-fidelity implementation of HQIM, higher quality classroom instruction, and accelerated student academic growth.

Staff Responsible for Monitoring: Administration, LIFT Coaches, Area Superintendent

TEA Priorities: Improve low-performing schools

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

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Strategy 5

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

Strategy's Expected Result/Impact: Enhanced administrative capacity to analyze growth data and state accountability metrics, resulting in proactive intervention planning, closed achievement gaps for target student groups, and increased overall campus performance.

Staff Responsible for Monitoring: Principal, Area Superintendent

TEA Priorities: Improve low-performing schools

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

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Performance Objective 4

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

Evaluation Data Source: HQIM alignment checks, Feeder-pattern walkthrough rubrics

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: Purposeful Tech Integration, Student Product & Engagement, Transition from Passive to Active Learning

Staff Responsible for Monitoring: Administration, I-Team Professional, Classroom Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

What will this look like on your campus?

Strategy's Expected Result/Impact: Active, Student-Centered Learning, Intentional Lesson Internalization, Critical Thinking & Innovation

Staff Responsible for Monitoring: Administration, Classroom Teacher

TEA Priorities: Improve low-performing schools

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

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Strategy 3

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: Student Work Quality, Family Engagement,Recruitment & Retention

Staff Responsible for Monitoring: Administration, Faculty and Staff

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 5

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

Evaluation Data Source: Attendance & Graduation, Career Readiness, Military Readiness

Strategy 1

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

Strategy's Expected Result/Impact:
Career Discovery & Pathway Alignment, Graduate Profile & Real-World Impact

Staff Responsible for Monitoring: Administration, Classroom Teaches

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Campus will monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance rate of (94.36) or higher and reduce chronic absenteeism by (Insert Target 26-27).

Strategy's Expected Result/Impact: Increased Attendance, Chronic Absenteeism Reduction

Staff Responsible for Monitoring: Administration, Classroom Teacher, Student Data Specialist (SDS)

TEA Priorities: Improve low-performing schools

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

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Performance Objective 6

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

Evaluation Data Source: Improvement Plan Progress, Increased Student Achievement

Strategy 1

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: Accelerated student academic growth, improved classroom instruction, and enhanced positive school culture through targeted instructional and culture coaching, leading to narrowed achievement gaps and progress on campus school improvement goals

Staff Responsible for Monitoring: Administration, LIFT Coaches, Assistant Superintendent

TEA Priorities: Improve low-performing schools

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

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Strategy 2

Leverage LIFT Grant and Region 10 coaching support to implement, monitor, and strengthen District Instructional Priorities based on campus and student needs.

Strategy's Expected Result/Impact: Strengthened teacher execution of priority instructional practices through aligned external coaching support, leading to higher-quality Tier 1 instruction, closed learning gaps, and increased student academic achievement.

Staff Responsible for Monitoring: Administration, LIFT Coaches, Assistant Area Superintendent, Teaching and Learning

TEA Priorities: Improve low-performing schools

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

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Goal 4

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

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: Partnership Growth, Student Opportunities, Resource Impact

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: Expanded business and community partnerships that enhance campus resources and support student success toward the North Star Goal.

Staff Responsible for Monitoring: Principal, Central Leaders

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

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

Evaluation Data Source: Contactability Rate, Quality Communication

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: Consistent, transparent family communication and increased ParentSquare engagement across all student groups, resulting in higher newsletter delivery rates, expanded family reach, and strengthened home-school partnerships.

Staff Responsible for Monitoring: Principal, Executive Assistant

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Increase engagement with parents and the community through the use of available district tools -- ParentSquare, Campus Website, Campus Newsletter, Campus Social Media, School Marquees -- and leverage relationships with neighborhood homeowner associations, volunteers, and business partners.

Strategy's Expected Result/Impact: Increased family and community engagement through multi-channel communications, leading to higher brand awareness, strengthened neighborhood partnerships, and positive campus culture perception

Staff Responsible for Monitoring: Principal, Executive Assistant, Central Leaders

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

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

Evaluation Data Source: Student Portfolios

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: Increased Student Achievement and Parent Engagement

Staff Responsible for Monitoring: Administration, Classroom Teachers

TEA Priorities: Improve low-performing schools

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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: Grant Compliance, Staffing Ratio & FTE Allocation

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: Standardized Internal Controls, Reduction of Financial Risk:

Staff Responsible for Monitoring: Principal, Executive Assistant

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

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Strategy 2

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

Strategy's Expected Result/Impact: Energy & Cost Savings, Operational Compliance

Staff Responsible for Monitoring: Administration, Executive Assistant, Central Leaders, Facility Services and Energy & Sustainability Department

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

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Performance Objective 2

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

Evaluation Data Source: Physical Security Inspections, Safety Drill & Climate Metrics

Strategy 1

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

Strategy's Expected Result/Impact: Full compliance with Texas SB12 requirements, ensuring transparent operational procedures, protected parental rights, and strengthened trust and partnership between families and campus leadership.

Staff Responsible for Monitoring: Administration, Teaching and Learning

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

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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: Increased Emergency Preparedness

Staff Responsible for Monitoring: Administration, Safety and Security

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

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Strategy 3

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

Strategy's Expected Result/Impact: Increased Emergency Preparedness

Staff Responsible for Monitoring: Administration, Faculty/Staff, Safety and Security Department

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

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Performance Objective 3

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

Evaluation Data Source: District IT Network

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: Support Efficiency, Equitable Access, Responsible Online Behavior

Staff Responsible for Monitoring: Administration, Teachers, Technology Department

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

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Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: District Bond 2025 Project & Construction Milestones

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: Upgraded Learning Environments, Fulfillment of Community Commitments

Staff Responsible for Monitoring: Administration, Central Leaders, Facility Management

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