

Richardson Independent School District



Spring Creek Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Through a nurturing and engaging environment supported by our staff, parents, and community, Spring Creek is committed to developing the skills our students need to establish positive relationships, effective communication, creative and critical thinking, and lifelong learning.

Vision

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

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

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Comprehensive Needs Assessment

Demographics

Summary

Spring Creek Elementary is comprised of a growing but stable population of 432 PreKindergarten-6th grade students. Neighborhood regeneration is the heart of the population increase in recent years. The current demographic breakdown of our campus is 57.9% white, non-Hispanic, 21.8% Hispanic/Latino, 7.6% black, non-Hispanic, 6.9% multiple ethnicities, and 4.4% Asian. 20% of our students qualify as economically disadvantaged. Spring Creek is home to two Structured Developmental Special Education classrooms and 2 PreKindergarten classrooms. Spring Creek continues to focus on the performance of all student groups and values the diverse student and community populations which result in a rich learning environment for all.

Student Achievement

Summary

Spring Creek is celebrating success on the 2025-2026 STAAR Assessments with 93% of students at Approaches, 82% Meets, and 54% attaining Masters level on all tests combined. A growth opportunity for Spring Creek is to increase Academic Achievement among our emergent bilingual students and special education students to close the gap in math.

School Culture and Climate

Summary

Spring Creek students enjoy coming to school and believe that the campus is a safe and nurturing environment. Students set academic growth goals to help them achieve their personal best and track their academic growth. Developing a growth mindset begins with our littlest learners. This year we will continue to build upon our implementation of the CORE Values to encourage excellent behavior for all students. SCE students are safe, respectful, and responsible. Spring Creek is a family friendly school with positive interactions between staff, students, and the community. We are supported by a strong PTA who helps to provide unique learning opportunities for all students. We are proud to be SCE!

Staff Quality, Recruitment, and Retention

Summary

Spring Creek maintains a focus on recruiting, hiring, and retaining highly qualified and student focused staff, with a very high teacher retention rate. The partnership between the campus and district level leadership is paramount to the successful achievement of this goal. Spring Creek supports their new teachers through mentoring and a positive, nurturing environment. Professional learning is designed to address and support the needs of our staff and students.

Curriculum, Instruction, and Assessment

Summary

Spring Creek follows RISD's comprehensive plan to direct the design, implementation, monitoring, evaluation and revision of curriculum. Various data sources are utilized regularly to assess student progress and the implementation of instruction delivered during a dedicated block of time for intervention in core subjects areas. Planning meetings to discuss instructional decisions and student achievement occur weekly. Adjustments are made as necessary throughout the year based on the data collected and analyzed. SCE values differentiation and encourages teachers to creatively utilize their strengths to meet student needs.

Family and Community Engagement

Summary

Spring Creek continues to foster a strong relationship between home and school by providing regular opportunities for parent engagement and community involvement. SCE will continue to follow these successful programs: Meet Your Teacher (Back to School Bash), Curriculum Night, Back to School Coffee, Richardson High School Homecoming Parade, Bluebonnet Breakfasts, Pride Rallies and Quarterly Celebrations to support character education, a Reading Incentive Program, Little Eagles program, Kindergarten Roundup, Donuts with Grownups on Veteran's Day, Holiday Fun Runs, the Learning Garden, Multicultural Night, and Spring Fling among others. This year we are excited to celebrate Spring Creek Elementary's 60th Anniversary with our neighborhood community.

School Organization

Summary

The Richardson Independent School District's North Star Goal is that every student, teacher, and leader will meet or exceed their academic growth goals. Spring Creek will focus on celebrating growth for all staff and students and use data to make decisions to ensure that this growth occurs with each individual staff member and student. Our goal is for 100% of our student to learn and grow academically. The master schedule has been built to maximize instructional time and to provide opportunities for student interventions. Campus data meetings will be scheduled to monitor student interventions and student performance. Adjustments will be made based on data collected.

Technology

Summary

Technology integration is an important component of student learning at Spring Creek. We will continue to work with our iTeam specialist to provide professional learning opportunities in technology with the focus on using it to Enhance, Extend and Engage students in their learning.



Goals

Goal 1

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

Performance Objective 1

100% of students will meet North Star Goal expectations.

Evaluation Data Source: Schoology and Seesaw Portfolios

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 growth through meaningful goal setting.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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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: Increased student growth as a result of individualized student data.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 3

Utilize Schoology (3rd-6th grades) and Seesaw (PreK-2nd grades) for students to set and track goals. Four artifacts added to the student portfolio -- one per quarter.

Strategy's Expected Result/Impact: Student growth is tracked and measured throughout the academic year.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Performance Objective 2

100% of staff will meet North Star Goal expectations.

Evaluation Data Source: Eduphoria Strive, Schoology Portfolios

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: Teacher growth in the district identified priority TTESS dimensions.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 2

Utilize Schoology for teachers to set and track goals with 4 artifacts added to the Schoology Portfolio- one per quarter.

Strategy's Expected Result/Impact: Teacher growth in the district identified priority TTESS dimensions, impacting student growth.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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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: Collaboration with facilitate professional growth.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Performance Objective 3

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

Evaluation Data Source: Staff trainings, MTSS meetings

Strategy 1

Implement a clear and consistent Tier 1 campus behavior expectations plan

Strategy's Expected Result/Impact: Increase in Tier 1 student behaviors.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Core Values Team

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Strategy 2

Utilize MTSS Behavior Team to regularly review Tier 2 students and implement research-based Tier 2 interventions aligned to the district Behavior Framework.

Strategy's Expected Result/Impact: Increased behavioral compliance of Tier 2 students.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, MTSS Committee

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Strategy 3

Meet with the Core Values team on a monthly basis to review behavior expectations and discipline management plan.

Strategy's Expected Result/Impact: Increase tier 1 behaviors

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Ashley Konkle

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Strategy 4

Implement Core Values brag boards and principal's 100 board school wide.

Strategy's Expected Result/Impact: Core values teamwork by class and working together towards a school wide reward will increase tier 1 behaviors.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 5

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

Strategy's Expected Result/Impact: All school community members meet the standards of decorum.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Performance Objective 4

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

Evaluation Data Source: CIAs, MAP, STAAR

Strategy 1

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

Strategy's Expected Result/Impact: Increased academic and behavioral performance for at-risk students.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Core Values Team, MTSS Committee

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Strategy 2

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

Strategy's Expected Result/Impact: Increased student growth as measured by mClass, MAP, and STAAR

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, RLA Action Team, Math Action Team

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Strategy 3

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

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, MTSS Committee

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Performance Objective 5

Evaluation Data Source: School counseling data

Strategy 1

Ensure campus counselor implements direct student services as mandated by Texas Education Code.

Strategy's Expected Result/Impact: Increased focus and attention to academics.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Ashley Konkle

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Strategy 2

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

Strategy's Expected Result/Impact: Students develop skills aligned to the graduate profile.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Ashley Konkle

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Strategy 3

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

Strategy's Expected Result/Impact: Students feel supported and safe.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Ashley Konkle

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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: Clinic visit data

Strategy 1

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

Strategy's Expected Result/Impact: Students are equipped to handle peer pressure situations and make positive life decisions.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Ashley Konkle

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Strategy 2

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

Strategy's Expected Result/Impact: Reduce student incidents of vaping.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Ashley Konkle

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Strategy 3

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

Strategy's Expected Result/Impact: Staff prepared to intercede in a cardiovascular emergency.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Laurie Jones, R.N.

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Strategy 4

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

Strategy's Expected Result/Impact: Reduced number of campus threats.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 5

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

Strategy's Expected Result/Impact: Students feel safe and supported at school.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Ashley Konkle

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Strategy 6

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

Strategy's Expected Result/Impact: Students feel safe and supported at school. Reduced number of repeat visits to DAEP.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Ashley Konkle

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Goal 2

Spring Creek Elementary will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1

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

Evaluation Data Source: TTESS Observations

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: Improved teacher performance.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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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 teacher and student performance.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Strategy 1

Conduct campus-level exit surveys and stay interviews to address site-specific turnover, using staff feedback to refine our school culture, daily workload, and instructional support.

Strategy's Expected Result/Impact: Increased teacher retention

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 2

Address low-scoring areas in climate survey by creating a campus team to develop an action plan to improve scores on survey and boost teacher retention.

Strategy's Expected Result/Impact: Increase school climate

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: Increased teacher retention

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 teacher and student performance

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Goal 3

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

Performance Objective 1

Ensure high quality Tier 1 instruction in early childhood classrooms.

Evaluation Data Source: mClass, MAP, CIA, CLI Engage (Circle)

Strategy 1

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

Strategy's Expected Result/Impact: Students exit PreK ready for Kindergarten

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 2

Campus will provide Pre-K teachers with targeted feedback, coaching, and instructional support to strengthen Tier 1 instruction and deliver data-driven lessons, resulting in a 4% annual increase in end-of-year CLI Engage letter recognition and numeracy scores.

Strategy's Expected Result/Impact: Increased teacher performance

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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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: Increased reading performance by all students

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Reading Action Team			
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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: Increased mathematics performance for all students.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Math Action Team

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Performance Objective 2

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

Evaluation Data Source: IEP Progress Monitoring, TELPAS, STAAR, MAP

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: Increased English language proficiency of Emergent Bilingual students.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Lauri Kennedy (LAT)

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Strategy 2

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

Strategy's Expected Result/Impact: Increase student growth and achievement

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 3

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

Strategy's Expected Result/Impact: Increased student growth and achievement

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Michelle Gordon

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Strategy 4

Create opportunities for extended vertical planning between general education and special education teachers.

Strategy's Expected Result/Impact: Common language and strategies aligned.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 5

Collaboration between general education teachers and special education teachers to analyze data and adjust instruction in response.

Strategy's Expected Result/Impact: Increase student growth and decrease misconceptions.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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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: CIA, MAP, STAAR

Strategy 1

Increase the percent of students who score at the meets level in 3rd grade math from 84%-85% and 3rd grade reading from 86%-87% by conducting student goal setting conferences and acknowledging individual student growth on MAP assessments.

Strategy's Expected Result/Impact: Increased motivation and student growth.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 2

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

Strategy's Expected Result/Impact: Increased growth for students and staff.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 3

Partner with other departments (special student services, Iteam, math, reading, science, social studies) to provide relevant learning for staff.

Strategy's Expected Result/Impact: Increased growth for students and staff.

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Strategy 4

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

Strategy's Expected Result/Impact: Increase student academic performance.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 5

Implement with fidelity the Data Driven Instruction (DDI) protocol and weekly data meetings, specifically as it relates to 3rd grade reading and math.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 6

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: Increased student performance

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 7

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

Strategy's Expected Result/Impact: Increased capacity for tracking student data with staff.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Performance Objective 4

Implement aligned PreK-12 student learning experiences to support RISD being "The ONE."

Evaluation Data Source: Accountability Data, Climate Survey

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: Increased student engagement in the learning process.

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Strategy 2

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

Strategy's Expected Result/Impact: Increased engagement and academic growth.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 3

Highlight meaningful learning experiences that align with the RISD Learning Framework at staff meetings and in the Principal Newsletter

Strategy's Expected Result/Impact: Increased student engagement, showcase and spotlight learning to the community

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 4

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

Strategy's Expected Result/Impact: Increased enrollment, community awareness

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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: Increase students meeting the CCMR indicator

Strategy 1

Increase campus average daily attendance rate from 97% to 98%

Strategy's Expected Result/Impact: Increased attendance.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, SDS

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Strategy 2

Routinely contact the parents of students with chronic attendance concerns when absences occur.

Strategy's Expected Result/Impact: Increased attendance.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 3

Proactively communicate the importance of regular attendance to families in principal newsletters.

Strategy's Expected Result/Impact: Increased student attendance

Staff Responsible for Monitoring: Karen Fields

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Strategy 4

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: Increase student awareness of career opportunities.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Ashley Konkle

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Strategy 5

Continue to implement college and career day exploration activities, inspiration and discovery experiences at the campus level.

Strategy's Expected Result/Impact: Increase student awareness of college and career opportunities.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Ashley Konkle

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

Performance Objective 1

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

Evaluation Data Source: Community Engagement including increase in partner outreach efforts and programs.

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: Increase community engagement to support student success.

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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: Increased community engagement with the campus.

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: Increased community engagement with campus.

Staff Responsible for Monitoring: Karen Fields

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Strategy 2

Tell our campus story through the use of available district tools- ParentSquare, Campus Website, Campus newsletter, Campus social media, school marquee.

Strategy's Expected Result/Impact: Increased engagement with parents, community, neighborhood homeowner associations, volunteers, and business partners.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Performance Objective 3

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

Evaluation Data Source: teacher, student, parent communication about individual growth goals

Strategy 1

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

Strategy's Expected Result/Impact: Increased communication and understanding student growth goals.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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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: Conserve energy and financial resources

Strategy 1

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

Strategy's Expected Result/Impact: Conserve and protect financial resources.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller, Executive Assistant

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Strategy 2

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

Strategy's Expected Result/Impact: Conserve energy and financial resources.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Performance Objective 2

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

Evaluation Data Source: Positive response rate of 95% or higher from internal and external stakeholders in

Strategy 1

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

Strategy's Expected Result/Impact: Parent Opt Ins/consent for participation

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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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: Ensure a safe environment on campus.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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Strategy 3

Hold I Know What to Do Days (safety practice) in October, December, February and April

Strategy's Expected Result/Impact: Ensure staff and students are prepared for emergency situations on campus.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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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 quarter, and streamline campus tech ticket workflows via the campus technology representative.

Strategy's Expected Result/Impact: uninterrupted learning and strong student understanding of digital safety/citizenship

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Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: Planning and Completion of bond projects

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: Coordinated effort and communication of bond projects for our campus.

Staff Responsible for Monitoring: Karen Fields, Sarah Kate Miller

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