

**Richardson Independent
School District**

Stults Road Elementary

**2026-2027
Campus
Improvement Plan**

Mission Statement

The mission of RISD is to serve and prepare all students for their global future.

The mission of Stults Road Elementary is to create a community where all students connect, learn, grow, and succeed; socially, emotionally, and academically.

Vision

Stults Road Elementary will be a positive place of collaboration, commitment, and love for all.

Value Statement

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Comprehensive Needs Assessment

Demographics

Summary

Stults Road Elementary School serves a total student population of roughly 620 students in grades Pre-K through 5th grade. The campus is highly diverse, with racial and ethnic minorities representing approximately 90% of overall enrollment. The two largest groups are Hispanic students at roughly 42.6% and Black or African American students at 37.0%–38.0%, followed by White students (7.7%–9.6%), Asian students (6.9%–8.5%), and students of two or more races (2.5%). In terms of socioeconomic status, roughly 79.8% of the student body is classified as economically disadvantaged. Additionally, the school supports a high English Learner (EL) population, with approximately 50.2% of students receiving language acquisition support.

Strengths

Stults seamlessly weaves our distinct student populations into a unified, compassionate community where diversity is actively celebrated as a core strength. The school's academic framework reflects this commitment: its 1-way and 2-way Dual Language programs foster bilingualism, biliteracy, and cross-cultural pride, while four centralized Special Education classrooms ensure that students with diverse learning needs are deeply integrated into the fabric of daily school life. Drawing children from unique surrounding neighborhoods, Stults transforms varied backgrounds into a collective advantage—cultivating high levels of empathy, global awareness, and mutual respect among its students. Ultimately, Stults Road is a place where every child's background is honored, and where the strength of the whole community is built directly on the rich identity of each individual learner.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 With 80% of students identifying as Low-SES, 50% as Emergent Bilinguals, and a cohort of students in our choice-program (dual lang.) , our campus operates at a unique demographic crossroad. The challenge is not the individual needs of these groups, but the need for systematic structures to bridge them. We must deliberately design a unified community for Our Stults.	Distinct populations with unique priorities, strengths, and needs

 = Priority

Student Achievement

Summary

Stults Road Elementary received an overall scaled score of 64, resulting in an overall accountability rating of D. Performance across domains indicates significant needs for improvement.

In Domain I (Student Achievement), the campus earned a scaled score of 56, which reflects low overall performance on STAAR assessments and indicates that a majority of students are performing below grade-level expectations in one or more subject areas.

In Domain II-A (Academic Growth), Stults Road earned a scaled score of 65, showing that many students are making expected academic growth even if they are not yet meeting grade-level standards. This growth represents some strength for the campus and highlights more effective instructional practices in 3rd-5th grade reading compared to 3rd-5th grade math.

In Domain II-B (Relative Performance), the school received a scaled score of 56, demonstrating that Stults Road is underperforming when compared to campuses across the state with similar percentages of economically disadvantaged students.

In Domain III (Closing the Gaps), the campus achieved a scaled score of 67, which highlights persistent performance gaps among student subgroups.

Strengths

- Domain I: There was higher overall performance which was a targeted area for the campus last year.
- Domain III: For the 26-27 school year, Asian and Hispanic subpopulations will be reviewed which is a shift from Hispanic to African American. This indicates growth in our African American subpopulation performance.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1★ Stults faces critical achievement challenges, highlighted by a state rating of D and struggles to meet K-5 MAP growth targets. Current data shows that a high percentage of students across grade levels are not achieving the expected growth.	Inconsistent delivery of core instruction is a primary cause, along with previously, limited use of data driven reflection and action.

★ = Priority

School Culture and Climate

Summary

Despite a limited response to the end-of-year staff survey, the May listening tour for all returning staff provided clear feedback. Staff demonstrated a strong commitment to the overall experience at Stults while emphasizing the need for consistency and clear expectations. Regarding student behavior, the school experienced a higher-than-average referral rate; however, many incidents required no administrative action or PEIMS reporting. This outcome highlights a clear need to strengthen Tier 1 classroom behavior management strategies.

Strengths

Stults is bound together by strong traditions and a vibrant community. Leveraging this foundation will enable students and staff to focus on the next steps needed to elevate performance across both academic and extracurricular programs.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1★ A minimal response rate on the end-of-year staff survey, combined with roughly 20 positions to fill heading into the school year, reflects a disconnect in staff morale and schoolwide well-being.	There is a need for a unified vision and values is needed to anchor staff's work and belief in the campus.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

This year, Stults will onboard roughly 20 new staff members across various roles. This transition is largely due to vacancies carried over from the previous school year and the replacement of teachers who were not fully certified.

Strengths

Stults is fully staffed for the 2026–2027 school year—a major milestone compared to the previous year. Only a limited number of teachers lack full certification, with most holding a Statement of Eligibility or nearing the completion of their credential requirements. Relying on team leads and mentors will be integral to ensuring strong instruction and teacher success. Additionally, Stults boasts a robust instructional leadership team that actively engages in weekly co-planning and co-teaching with educators.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 High staff turnover positions Stults at a pivotal turning point for the 26-27 school year, with an influx of new staff requiring immediate onboarding and support. Additionally, current performance pay structures are not being maximized to drive retention, creating an urgent need to align incentive systems with teacher growth and long-term commitment.	There is limited understanding and development of the performance pay system (TIA), along with teacher support as it relates to clear systems and clear supports.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Stults has established three key instructional priorities aligned with the district's overall focus:

1. **Lesson Internalization:** Campus leadership will support teachers in thoroughly preparing to use High-Quality Instructional Materials (HQIM) effectively. Ensuring consistent, well-prepared core instruction is a top priority to address campus performance gaps.
2. **Data-Driven Instruction:** Grades 2–5 teachers will participate in weekly data meetings to evaluate student learning and plan targeted interventions for those who need extra support. Leadership is establishing systems to monitor daily exit tickets and build teacher capacity to respond to student data.
3. **Instructional Delivery & Calibration:** Administrators and Academic Success Coaches will conduct regular classroom walkthroughs, calibrating their observations to ensure consistency. They will provide actionable, bite-sized feedback aligned with T-TESS and the LIFT rubric.

Strengths

Last year, Stults engaged in Professional Learning Community (PLC) work focused on creating student work exemplars, reviewing lessons, and refining small-group instruction with campus support. Building on that foundation, this year's primary focus is lesson internalization to guarantee strong Tier 1 instruction in every classroom. Teachers will also conduct weekly reviews of student exit tickets to make ongoing assessment a core part of the school's culture. Furthermore, the leadership team meets weekly with Academic Success Coaches to ensure teachers receive targeted, individualized support.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs	
Problem Statement	Root Cause
1★ Instructional quality across Stults remains highly variable, with inconsistent Tier I delivery across classrooms and too few opportunities to measure student progress. To drive student achievement, the campus must establish clear instructional standards and implement regular checks for understanding to monitor and accelerate learning.	There was limited use of professional learning community time to align and establish expectations for classroom teachers, coupled with inconsistent use of supports such as instructional coaches.

★ = Priority

Family and Community Engagement

Summary

At Stults, we embrace and celebrate the diverse backgrounds of the families we serve. In close partnership with our PTA, campus leaders are committed to fostering an inclusive, empowering environment where every student and family feels valued and supported. Additionally, we are dedicated to enriching our curriculum with meaningful, real-world experiences that expand our students' horizons and deepen their connection to the world around them.

Strengths

The Stults community and campus leadership share a strong, dedicated partnership focused on doing what is best for our students. We are proud to share that Stults has already achieved 100% staff membership in the PTA this school year! Furthermore, these collaborative partnerships have already brought enriching in-house field trips and essential instructional resources directly to our classrooms, directly enhancing the learning environment for every child.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 While Stults benefits from a dedicated core group of supportive parents, the campus struggles to generate consistent, widespread involvement across all student demographics. The primary challenge is moving beyond traditional engagement models to build accessible, inclusive avenues for participation that reach and represent every subset of our school community.	Some parents have a limited understanding of how they can engage with the school.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Stults faces critical achievement challenges, highlighted by a state rating of D and struggles to meet K-5 MAP growth targets. Current data shows that a high percentage of students across grade levels are not achieving the expected growth.

Inconsistent delivery of core instruction is a primary cause, along with previously, limited use of data driven reflection and action.

2
★

Instructional quality across Stults remains highly variable, with inconsistent Tier I delivery across classrooms and too few opportunities to measure student progress. To drive student achievement, the campus must establish clear instructional standards and implement regular checks for understanding to monitor and accelerate learning.

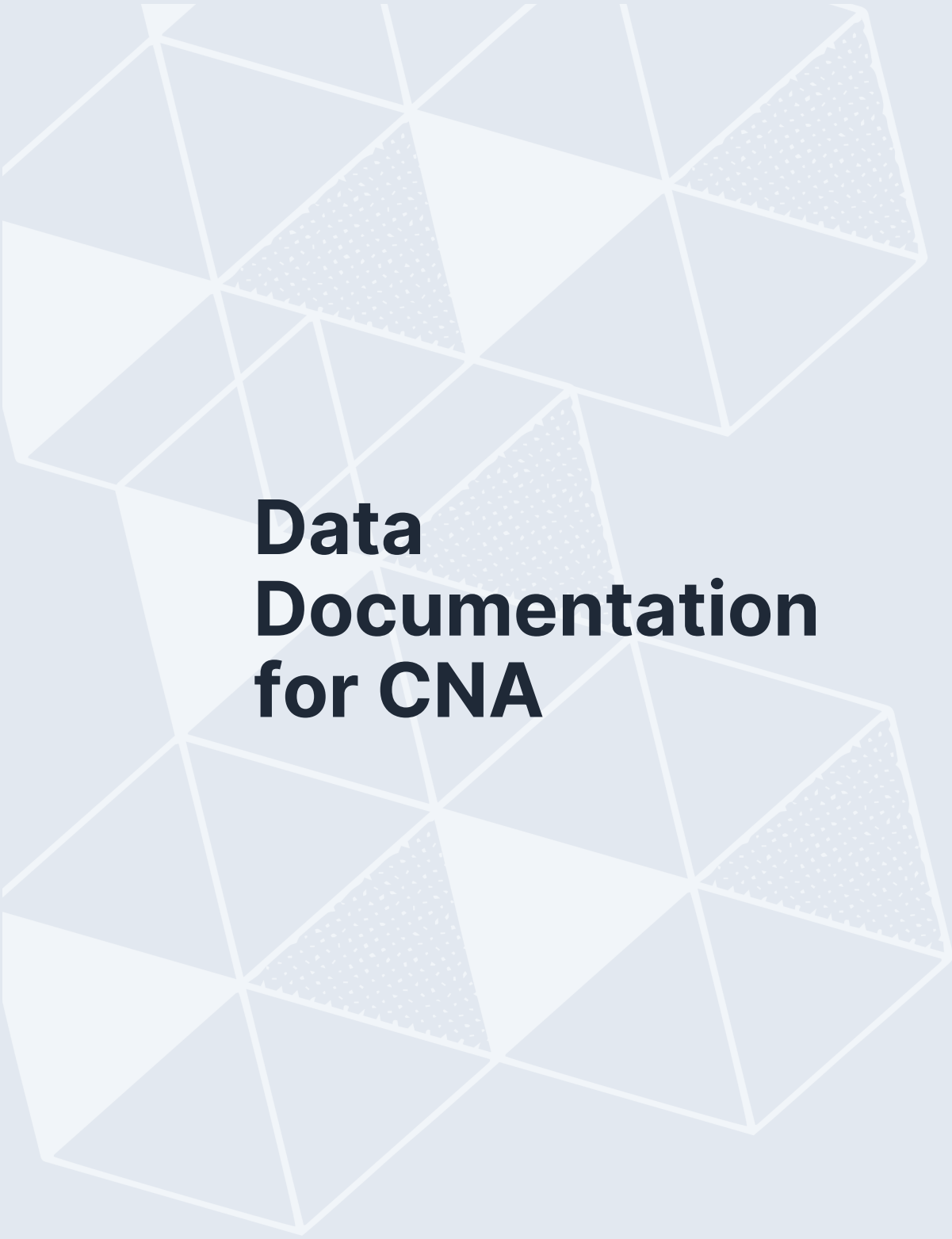
There was limited use of professional learning community time to align and establish expectations for classroom teachers, coupled with inconsistent use of supports such as instructional coaches.

3
★

A minimal response rate on the end-of-year staff survey, combined with roughly 20 positions to fill heading into the school year, reflects a disconnect in staff morale and schoolwide well-being.

There is a need for a unified vision and values is needed to anchor staff's work and belief in the campus.

★ = Priority



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
- ☒ Campus/District improvement plans (current and prior years)
- ☒ 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

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Local benchmark or common assessments data

Student Data: Student 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
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ State certified and high quality staff data
- ☒ T-TESS data
- ☒ Staff mobility/stability

Parent/Community Data

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

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies
- ☒ Action research results
- ☒ Enrichment course/materials
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents
- ☒ Focus Group(s) data



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.

Strategy 1 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Students will demonstrate ownership of their learning by establishing, tracking, and reflecting on individual academic growth and life-ready goals each quarter.

Staff Responsible for Monitoring: Administrators and classroom teachers.

Funding Sources: Tutoring and Saturday School 211 - Title I, Part A, \$16,000, Academic Success Coaches 211 - Title I, Part A,

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy

Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY.

Strategy's Expected Result/Impact: Meeting the 95% participation threshold ensures valid campus-wide data to drive data-informed instruction, MTSS placements, and growth toward North Star Goal expectations.

Staff Responsible for Monitoring: Administrators & 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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Performance Objective 2

100% of staff will meet North Star Goal expectations.

Strategy 1

100% of staff will set personal growth goals using district identified priority TTESS dimensions and submit evidence at middle and end of year conferences.

Strategy's Expected Result/Impact: All staff members will demonstrate professional growth by establishing targeted T-TESS goals aligned to district priorities and collecting ongoing artifact evidence.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 2

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

Strategy's Expected Result/Impact: Teachers will systematically document and track professional progress and artifacts will provide concrete evidence of goal progression.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Performance Objective 3

Strategy 1 **Targeted Support Strategy**

Implement the Management Trajectory that includes clear behavior expectations using voice, body and time followed by positive reinforcements.

Strategy's Expected Result/Impact: Consistent campus-wide execution of classroom management strategies will increase instructional time, reduce classroom disruptions, and create a predictable, structured learning environment.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Implement Emergent Tree Brag boards as positive reinforcement of Safe, Respectful and Responsible expectations.

Strategy's Expected Result/Impact: Celebrating student adherence to being Safe, Respectful, and Responsible will boost school morale, decrease behavioral infractions, and cultivate a positive campus culture.

Staff Responsible for Monitoring: Administrators & Classroom teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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

Strategy's Expected Result/Impact: Regular review by the MTSS Behavior Team will ensure early identification and targeted support for Tier 2 students.

Staff Responsible for Monitoring: Adminstrators and MTSS B team.

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

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

Strategy's Expected Result/Impact: Campus-wide visibility and messaging around the Code of Civility will re-establish a shared culture of respect, safety, and clear behavioral standards among students, staff, and visitors.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4

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

Strategy 1 **Targeted Support Strategy**

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

Strategy's Expected Result/Impact: At-risk student student populations will receive targeted, timely interventions tailored to their specific needs, leading to increased academic achievement, closed performance gaps on state assessments, and improved progress toward grade-level mastery and North Star Goals.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Systematic identification and consistent use of HQIM (Bluebonnet & HMH) will accelerate learning for students requiring intervention.

Staff Responsible for Monitoring: Administrators, Academic Success Coaches, and classroom teachers

TEA Priorities: Improve low-performing schools

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

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Strategy 3

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

Strategy's Expected Result/Impact: Early identification across academic and behavioral metrics will improve student attendance (Goal: 93.85%), reduce behavioral disruptions, and elevate reading and math proficiency levels across campus.

Staff Responsible for Monitoring: Administrators, Academic Success Coaches, and classroom teachers

TEA Priorities: Improve low-performing schools

ESF Levers: 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.

Strategy 1

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

Strategy's Expected Result/Impact: Direct student services will maximize counseling contact time with students, leading to strengthened student social-emotional well-being, increased participation in individual and group guidance, and proactive behavioral and academic support across the student body.

Staff Responsible for Monitoring: Counselors & Administrators

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 observations.

Strategy's Expected Result/Impact: Integrating character education into social studies instruction will foster a positive school culture, promote civic responsibility, and strengthen core character traits, resulting in fewer discipline referrals and enhanced classroom climate.

Staff Responsible for Monitoring: Administrators & Counselors

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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

Strategy's Expected Result/Impact: Comprehensive health and wellness initiatives will reduce student absenteeism, address physical and mental health barriers, and improve readiness to learn, directly supporting student capacity to achieve individual growth and North Star Goal expectations.

Staff Responsible for Monitoring: Administrators, counselors and classroom teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4

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: 4th and 5th-grade students will acquire critical decision-making, goal-setting, and refusal skills, leading to increased self-efficacy, positive peer relationships, and a proactive foundation for healthy life choices.

Staff Responsible for Monitoring: Administrators, counselors and classroom teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 5

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

Strategy's Expected Result/Impact: Establishing a Campus Threat Assessment Team will ensure proactive identification, evaluation, and management of potential safety risks, resulting in a safer school environment and rapid response to student behavioral concerns.

Staff Responsible for Monitoring: Administrators and counselors

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 6

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

Strategy's Expected Result/Impact: Targeted wraparound support and dedicated case management will smooth student re-entry from DAEP, significantly reducing recidivism rates, improving academic continuity, and fostering long-term social-behavioral success upon returning to the home campus.

Staff Responsible for Monitoring: Administrators & counselors

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 2

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

Performance Objective 1

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

Strategy 1 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Professional learning and targeted coaching cycles will build teacher capacity and increase the fidelity of high-leverage instructional strategies campus-wide.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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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: Training will deepen teacher understanding of strategies needed to implement the Learner Growth Experience with fidelity, leading to increased student agency, consistent implementation across classrooms, and accelerated academic progress toward campus growth targets.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

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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: Responsive adjustments will improve teacher satisfaction and workplace culture, leading to reduced teacher turnover and increased retention of high-performing staff.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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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: Analyzing the climate survey data and executing a targeted action plan will address key staff concerns, cultivate a supportive working environment, and increase overall staff morale, ultimately driving higher climate survey scores and improved teacher retention rates.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

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Performance Objective 3

Develop and implement a performance management system on campus.

Strategy 1 Targeted Support Strategy

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: Regular observations and actionable feedback will strengthen instructional practices, increase teacher efficacy, and deliver targeted professional support, ultimately leading to higher levels of student engagement and accelerated academic achievement campus-wide.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

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

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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.

Strategy 1

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

Strategy's Expected Result/Impact: High-quality small-group instruction will provide targeted, differentiated foundational support in Pre-K classrooms, leading to increased student engagement, accelerated early literacy and numeracy skill development, and improved kindergarten readiness across campus.

Staff Responsible for Monitoring: Administrators & PreK teachers

Funding Sources: Half Day Plannings for Internalizations-Subs 211 - Title I, Part A, \$4,000

TEA Priorities: Build a foundation of reading and math

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, resulting in a 4% annual increase in end-of-year CLI Engage letter recognition and numeracy scores.

Strategy's Expected Result/Impact: Strengthened core instruction will accelerate early literacy and math skill acquisition, directly yielding a 4% annual increase in EOY CLI Engage letter recognition and numeracy scores.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

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

Strategy's Expected Result/Impact: Daily delivery of high-quality phonics instruction using district-approved HQIM will strengthen foundational decoding and encoding skills across PK-2nd grade classrooms.

Staff Responsible for Monitoring: Administrators & PK-2nd Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: 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: Target instruction in place value concepts and daily math fluency practice will build core numerical comprehension and computational automaticity, resulting in higher student proficiency on math screeners, MAP growth assessments, and grade-level STAAR performance.

Staff Responsible for Monitoring: Administrators & classroom teachers

TEA Priorities: Build a foundation of reading and math

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,

Strategy 1

Implement ESL content-based model in K-5 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: Regular progress monitoring and timely, data-informed intervention adjustments will accelerate English language proficiency growth (TELPAS) and improve academic achievement in core content areas for Emerging Bilingual students campus-wide.

Staff Responsible for Monitoring: Administrators, Language Acquisition Teacher

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: Adjustments to the Elementary Language Allocation Plan will optimize bi-literacy instruction in bilingual classrooms, leading to increased student mastery of dual-language concepts, stronger math and reading fluency, and accelerated academic growth on benchmark screeners and TELPAS assessments.

Staff Responsible for Monitoring: Administrators & Language Acquisition Teacher

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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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: Quarterly administrative reviews of Data Dashboard tracking will ensure compliance in special education service delivery and directly address individual student learning gaps, leading to improved IEP goal mastery and increased academic growth for special education students.

Staff Responsible for Monitoring: Administrators and Special Education Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Implement Two Way Dual Language Program to build biliteracy and content mastery in both languages.

Strategy's Expected Result/Impact: Full implementation of the Two-Way Dual Language Program will foster high academic achievement, bilingualism, and biliteracy for participating students.

Staff Responsible for Monitoring: Administrators and classroom teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

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

Strategy's Expected Result/Impact: Tailored instruction will foster critical thinking and higher-level problem-solving skills, leading to increased student engagement and elevated performance on advanced measures and state assessments

Staff Responsible for Monitoring: Administrators and ALT

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

Include campus strategies to address SPED accountability targets

Strategy's Expected Result/Impact: Targeted instructional interventions, accommodations, and progress monitoring aligned to special education accountability targets will accelerate academic growth for students receiving special education services.

Staff Responsible for Monitoring: Administrators, Special Education Teachers

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.

Strategy 1 Targeted Support Strategy

Address and increase STAAR performance for students in 3rd grade Math and Reading.

RLA (2026-2027 goal= 41%) and Math (2026- 2027 goal= 34%)

Strategy's Expected Result/Impact: Strategic interventions will accelerate academic growth, close skill gaps, and directly increase the percentage of students achieving Approaches, Meets, and Masters grade level standards on the 3rd grade Reading and Math STAAR.

Staff Responsible for Monitoring: Administrators & classroom teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Full implementation of HQIM supported by job-embedded training will strengthen Tier 1 instruction, ensure alignment with the Learner Framework, and accelerate student growth and achievement on grade-level math assessments.

Staff Responsible for Monitoring: Administrators and 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

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

Strategy's Expected Result/Impact: Consistent lesson internalization will ensure teacher preparation is deeply aligned to grade-level standards and HQIM, leading to stronger, more effective Tier 1 instruction and increased student achievement

Staff Responsible for Monitoring: Administrators, Academic Success Coaches, and 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 4 Targeted Support Strategy

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

Strategy's Expected Result/Impact: Regular analysis of student assessment data through weekly DDI meetings will enable teachers to identify learning gaps, deliver targeted re-teaching, and adjust Tier 1 and Tier 2 instruction

Staff Responsible for Monitoring: Administratos, Academic Success Coaches, and classroom teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

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

Strategy's Expected Result/Impact: Enhanced principal leadership capacity and instructional coaching skills through targeted LIFT grant support will improve campus-wide instructional alignment, strengthen teacher support and retention systems, and drive sustained student academic achievement aligned to campus goals.

Staff Responsible for Monitoring: Administrators and Academic Success Coaches

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 6

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

Strategy's Expected Result/Impact: Increased leadership capacity in data analysis and monitoring will lead to improved tracking of student academic progress, enabling timely instructional interventions and ensuring alignment with state accountability standards.

Staff Responsible for Monitoring: Administrators

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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Performance Objective 4

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: Effective monitoring and support of I-Team professional learning will result in purposeful technology integration that maximizes productive screen time, enhances instructional quality, and drives improved student learning outcomes.

Staff Responsible for Monitoring: iTeam, Administrators, Classroom Teachers

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

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Strategy 2

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: Showcasing our Dual Language Two Way programming and student artifacts during school events and community tours will increase parent and community engagement, heighten awareness of district offerings, and strengthen alignment with "The ONE" initiative.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 5

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

Strategy 1 Targeted Support Strategy

School Improvement and Title I campuses will engage in targeted instructional and student

culture coaching, using feedback and campus data to implement and monitor action steps aligned to District Instructional Priorities.

Strategy's Expected Result/Impact: Targeted coaching and data-driven monitoring will strengthen instructional practices and campus culture, resulting in full alignment with District Instructional Priorities and improved overall student performance on School

Staff Responsible for Monitoring: Administrators

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 2 **Targeted Support Strategy**

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

Strategy's Expected Result/Impact: Leveraging LIFT Grant and Region 10 coaching support will strengthen administrative and instructional leadership, ensuring targeted execution of District Instructional Priorities to better meet specific campus and student needs.

Staff Responsible for Monitoring: Administrators

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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Goal 4

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

Performance Objective 1

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

Strategy 1

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

Strategy's Expected Result/Impact: Participating in "Principal for a Day" will cultivate meaningful business and community partnerships, expanding authentic engagement and resource support to help achieve the district's North Star Goal.

Staff Responsible for Monitoring: Administrators & District Leadership

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

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

Strategy 1

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

Strategy's Expected Result/Impact: Consistent weekly distribution of the campus newsletter via ParentSquare, paired with regular delivery report monitoring, will ensure timely and reliable communication with all families, and improving parent engagement and increasing overall accessibility.

Staff Responsible for Monitoring: Administrators

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: Leveraging multiple communication channels and community partnerships will build trust, increase family involvement, and foster strong neighborhood relationships that enhance community support for the campus.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3

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

Strategy 1

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

Strategy's Expected Result/Impact: Sharing individual growth targets and providing home-support resources will empower parents to actively partner in their child's learning, driving higher student achievement and goal attainment.

Staff Responsible for Monitoring: Administrators and classroom teachers

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

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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

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: Providing staff with targeted training and resources on financial and purchasing procedures will ensure accurate record-keeping, prevent audit discrepancies, and promote fiscal compliance and operational efficiency across the campus.

Staff Responsible for Monitoring: Administrators and campus executive assistant

ESF Levers: 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: Collaborating with Facility Services and the Energy & Sustainability Department will optimize building energy use, leading to reduced utility costs, lower environmental impact, and increased operational efficiency across the campus.

Staff Responsible for Monitoring: Administrators & campus executive assistant

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

Strategy 1

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

Strategy's Expected Result/Impact: Implementing procedures for Texas SB12 compliance will ensure strict adherence to state parental rights mandates, safeguard required parent notifications and consent processes, and uphold transparent, legally compliant campus operations.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Conducting Safety Week at the beginning of the school year will ensure students and staff are well-trained in Standard Response Protocol (SRP) emergency procedures, leading to increased safety preparedness, efficient crisis response, and a secure learning environment.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

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

Strategy's Expected Result/Impact: Holding regular "I Know What To Do Days" throughout the school year will reinforce emergency protocols, maintain year-round safety awareness, and ensure students and staff are prepared to respond quickly and effectively during a crisis.

Staff Responsible for Monitoring: Administrators

ESF Levers: 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.

Strategy 1

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

Strategy's Expected Result/Impact: Maintaining accurate device logs, ensuring digital citizenship completion, and streamlining technology ticket workflows will optimize technology management, protect district assets, promote safe online behavior, and minimize instructional downtime caused by technical issues.

Staff Responsible for Monitoring: Administrators & LITE

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4

Implement Bond 2025.

Strategy 1

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

Strategy's Expected Result/Impact: Coordinating with district operations and facility management will ensure that Bond 2025 physical upgrades, technology updates, and resource installations are executed efficiently, on schedule, and with minimal disruption to the campus learning environment.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 3: Integrated Student Support Systems

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Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.2 Location for Evidence of Multiple Meetings Held

May 2026: Principal Herrera gathered staff and community insight on the state of Stults Road before designing CIP and beginning of the year professional learning

July 2026: ParentSquare used to promote participation of Site Based Decision Making team

September 21st 2026: CIP and process reviewed with Site Based Decision Making Team

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

May 2026: Principal Herrera gathered staff and community insight on the state of Stults Road before designing CIP and beginning of the year professional learning

July 2026: Principal Herrera met with focus group on essential practices related to observation and feedback, data driven instruction, lesson internalization, and behavior

July 2026: Administration surveyed staff each day of professional learning to ensure priorities were supportive and effective before continuing on.

July 2026: ParentSquare used to promote participation of Site Based Decision Making team

September 21st 2026: CIP and process reviewed with Site Based Decision Making Team

2.2 Stakeholders 1114(b)(2)

Roughly 20 community stakeholders were met with in May to discuss the current state of Stults and their hopes for the upcoming school year. This information was used to guided priorities for the school year and needed professional learning. All returning staft members from 2025-2026 school year were met with individually to go through this process. Principal Herrera sought out invididual meetings with language department, budgeting, and AVID to get a better understanding on Stults practices.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Principal Herrera will host "Donuts with Dr. Herrera" every early release rom 8:00-9:00 to discuss progress towards this plan.