

Richardson Independent School District



Wallace Elementary

2026-2027 Campus Improvement Plan

Mission Statement

The Wallace community will promote a safe, engaging, and enriching environment; value respect, diversity, and growth; and empower ALL students for success.

Vision

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

Value Statement

Integrity-Inspiration-Inclusiveness-Innovation

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Comprehensive Needs Assessment

Demographics

Summary

Demographics Summary

Wallace Elementary is a diverse PK–5 campus in Richardson ISD serving approximately 651 students. The student population is approximately 46.2% Hispanic, 28.8% White, 14.6% African American, 11.7% Asian, and 1.8% two or more races; some percentages are from different state reporting years and may not total 100%. Approximately 57% of students are economically disadvantaged, 56.7% are identified as at risk, and 45.2% are emergent bilingual learners. The campus also serves a significant special education population, with approximately 21.5% of students receiving services, 8.6% identified with dyslexia, and 5.5% participating in Gifted and Talented programming.

The campus's racial, cultural, linguistic, and socioeconomic diversity is a significant strength. Wallace's dual-language program supports bilingualism, biliteracy, academic achievement, and cultural competence. However, data indicate that Spanish-speaking emergent bilingual students are not demonstrating sufficient growth in English language proficiency or consistently developing the academic language needed to access grade-level instruction.

Student attendance, mobility, discipline, and program-participation data are monitored throughout the year to identify barriers to learning and determine appropriate support. The campus is rebuilding consistent schoolwide behavior systems, routines, and procedures to promote a safe, respectful, responsible, and academically focused environment. Graduation, dropout, CCMR, and advanced-course enrollment measures are not applicable to Wallace as an elementary campus.

Wallace has experienced frequent leadership and staffing transitions, including three principals in five years. These changes have affected teacher retention, team cohesion, and the campus's ability to sustain instructional momentum. Available staffing data show a combination of early-career and experienced educators: approximately 48.2% of teachers have one to five years of experience, 47.3% have six or more years, and 4.5% are first-year teachers. The campus employs certified teachers, paraprofessionals, special education personnel, and support staff to meet students' academic, behavioral, linguistic, and developmental needs.

Moving forward, Wallace will focus on retaining effective educators, strengthening staff capacity, consistently implementing the Language Allocation Plan, increasing English academic-language development, and ensuring equitable access to rigorous Tier 1 instruction and responsive student supports.

Strengths

- Wallace serves a racially, culturally, linguistically, and socioeconomically diverse student population.
- The campus's diversity provides opportunities for students to learn from different cultures, backgrounds, experiences, and perspectives.
- Approximately 45.2% of students are emergent bilingual learners, making multilingualism a significant campus and community asset.
- Wallace's dual-language program supports the development of bilingualism, biliteracy, cultural competence, and academic achievement.
- The campus provides specialized programs and services for emergent bilingual students, students with disabilities, students with dyslexia, and gifted and talented students.
- A diverse staff, strong PTA, and supportive community contribute different perspectives, skills, and resources to the campus.
- Families bring valuable cultural knowledge, languages, experiences, and strengths that can support student learning.
- The range of student needs and backgrounds creates opportunities to strengthen differentiated instruction and inclusive practices.
- Wallace's diversity supports the development of an inclusive school culture in which students can experience belonging, representation, and respect.
- The campus and community share a commitment to providing equitable learning opportunities for every student.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Spanish-speaking emergent bilingual students, who represent a significant portion of the Wallace student population, are not demonstrating sufficient growth in English language proficiency. Students are not consistently developing the conversational and academic English needed to access grade-level content, communicate their thinking, and demonstrate mastery across subject areas.	The campus Language Allocation Plan has not been implemented consistently in bilingual classrooms. Spanish is frequently used throughout the day for routines, procedures, transitions, directions, and informal conversations rather than being limited to the designated content and language of instruction. As a result, students have insufficient opportunities to hear, practice, and apply English in au

★ = Priority

Student Learning

Summary

Wallace Elementary uses state, district, and campus assessment data to monitor student achievement, academic growth, and progress toward grade-level standards. Based on 2025–26 STAAR results across all tested subjects, 68% of students achieved Approaches Grade Level or above, 45% achieved Meets or above, and 24% achieved Masters. Reading Language Arts was the campus's strongest tested content area, with 71% of students at Approaches or above, 52% at Meets or above, and 30% at Masters. In mathematics, 68% achieved Approaches or above, 43% achieved Meets or above, and 21% achieved Masters. In fifth-grade science, 60% achieved Approaches or above, 31% achieved Meets or above, and 11% achieved Masters.

Academic growth remains an important campus priority. Of the 340 reading and mathematics assessments evaluated for growth, 210 earned a full annual growth point. However, performance and growth are inconsistent across content areas and student groups. Emergent bilingual students achieved 43% Approaches, 18% Meets, and 5% Masters across all tested subjects. Students receiving special education services achieved 62% Approaches, 34% Meets, and 13% Masters. These results demonstrate the need to strengthen rigorous Tier 1 instruction, academic language development, differentiation, and timely intervention.

The campus uses biweekly TEKS checks, district CIAs, SIMs, curriculum-embedded assessments, classroom formative checks, MAP, mCLASS, TELPAS, and STAAR to monitor learning. Teachers analyze data during PLCs and data meetings to identify mastery, misconceptions, and learning gaps. Biweekly TEKS checks allow teams to respond without waiting for district assessment windows. Students receive targeted reteaching, intervention, or enrichment during WIN based on their most current data.

Wallace implements Bluebonnet Learning for mathematics and HMH for Reading Language Arts. The campus will continue strengthening curriculum internalization, consistent implementation of high-quality instructional materials, real-time monitoring of student understanding, and alignment among instruction, assessment, and intervention. Particular attention will be given to English language development for emergent bilingual students and grade-level mastery for economically disadvantaged and high-focus student groups.

Graduation plans, dropout rates, CCMR, dual-credit enrollment, and advanced high school coursework are not applicable because Wallace is a PK–5 elementary campus. Student retention, grades, special-program participation, attendance, and language-proficiency data are reviewed alongside assessment results to develop a complete picture of student progress.

Strengths

- Reading Language Arts is Wallace's strongest tested content area, with 71% of students achieving Approaches Grade Level or above, 52% achieving Meets or above, and 30% achieving Masters.
- Across all tested subjects, 68% of students achieved Approaches Grade Level or above.
- Academic growth data show that many students maintained or improved their performance in reading and mathematics.
- Students performing at the highest level demonstrated sustained achievement, with many students maintaining Masters-level performance.
- Biweekly TEKS checks provide timely information about student mastery and misconceptions.
- Teachers do not have to wait for district assessment windows to identify and respond to learning gaps.
- The WIN block provides dedicated time for targeted intervention, reteaching, and enrichment based on current student data.
- Bluebonnet Learning and HMH provide consistent, TEKS-aligned, high-quality instructional materials.
- PLC and data-analysis structures allow teachers to collaboratively review results, form flexible groups, and plan instructional responses.
- Multiple measures—including TEKS checks, CIAs, SIMs, MAP, mCLASS, TELPAS, and STAAR—provide a comprehensive picture of student learning.
- Gifted and Talented students demonstrate high levels of achievement across tested content areas.
- Students receiving special education services demonstrate a relative strength at the Approaches level in both RLA and mathematics.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Student achievement and academic growth are inconsistent across content areas, classrooms, and student groups. Only 45% of students achieved Meets Grade Level or above across all STAAR-tested subjects, including only 18% of current emergent bilingual students.	Rigorous Tier 1 instruction and data-responsive intervention are not implemented consistently across classrooms. Teachers demonstrate varying levels of content knowledge, curriculum internalization, intentional planning, and skill in using assessment data to adjust instruction.

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School Processes & Programs

Summary

Wallace Elementary is rebuilding and strengthening campuswide systems to create a consistent, organized, and academically focused environment. Clear expectations, routines, procedures, schedules, and communication structures are being established for students and staff. Campus leadership uses staff feedback, student data, walkthrough evidence, and family input to guide decisions and monitor implementation.

The campus implements Bluebonnet Learning for mathematics and HMH for Reading Language Arts as its high-quality instructional materials. Teachers participate in collaborative planning and PLCs to internalize curriculum, examine student work, analyze assessment results, and plan rigorous Tier 1 instruction. Student progress is monitored through biweekly TEKS checks, district CIAs, SIMs, curriculum-embedded assessments, formative checks, MAP, mCLASS, TELPAS, and STAAR. Data are used to provide timely reteaching, intervention, and enrichment during the WIN block.

Professional development focuses on curriculum implementation, content knowledge, academic rigor, student engagement, classroom management, language development, assessment analysis, and differentiation. Administrators and instructional coaches support implementation through training, modeling, co-planning, walkthroughs, feedback, and follow-up coaching. The campus uses data and observation evidence to differentiate professional learning according to teacher and team needs.

Leadership and decision-making processes emphasize collaboration, clarity, and collective responsibility. The campus leadership team, team leads, instructional coaches, teachers, support staff, PTA, and families contribute to campus planning and improvement efforts. Communication occurs through staff meetings, PLCs, weekly updates, ParentSquare, newsletters, family events, and other campus communication systems.

The campus schedule includes protected instructional blocks, collaborative planning, intervention and enrichment through WIN, special education and related services, dual-language programming, counseling, and other student supports. Extracurricular and cocurricular opportunities—including student leadership roles, Pack activities, safety patrol, clubs, assemblies, and community events—promote belonging, responsibility, and student voice.

Every student has access to a district-issued iPad. Technology is expected to enhance high-quality instruction through creation, research, collaboration, feedback, and demonstration of learning. The campus prioritizes active, developmentally appropriate screen use and discourages using technology primarily for passive consumption, busy work, compliance, or classroom management.

Wallace also benefits from a strong PTA, community partners, volunteers, and family-engagement opportunities offered during both daytime and evening hours. These systems and partnerships support the campus's continued work to build organizational stability, strengthen Tier 1 instruction, improve student outcomes, and create a positive school culture.

Strengths

- Wallace is establishing clear, consistent schoolwide systems, routines, procedures, schedules, and expectations for students and staff.
- Staff members have responded positively to increased organization, communication, and clarity.
- Bluebonnet Learning and HMH provide consistent, TEKS-aligned, high-quality instructional materials for mathematics and Reading Language Arts.
- Collaborative planning and PLC structures allow teachers to internalize curriculum, analyze student work, and plan rigorous Tier 1 instruction.
- Biweekly TEKS checks provide timely student data without requiring teachers to wait for district assessment windows.
- A comprehensive assessment system—including TEKS checks, CIAs, SIMs, MAP, mCLASS, TELPAS, and STAAR—supports ongoing progress monitoring.
- The dedicated WIN block allows students to receive targeted intervention, reteaching, practice, and enrichment based on current data.
- Administrators and instructional coaches provide professional development, modeling, co-planning, walkthrough feedback, and differentiated coaching.

- Campus decision-making incorporates assessment data, walkthrough evidence, staff feedback, and family input.
- Communication occurs through multiple structures, including staff meetings, PLCs, weekly updates, ParentSquare, newsletters, and family events.
- Dual-language, special education, dyslexia, counseling, intervention, and other support programs respond to students' diverse academic and developmental needs.
- Student leadership and cocurricular opportunities promote belonging, responsibility, school pride, and student voice.
- One-to-one iPad access provides equitable access to digital tools for research, creation, collaboration, differentiation, and demonstration of learning.
- The campus prioritizes active and developmentally appropriate technology use.
- A strong PTA, community partners, and volunteers provide additional resources and support for campus programs and student needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Wallace Elementary does not yet have consistent implementation and monitoring of the instructional programs, intervention structures, language-development practices, technology expectations, and campuswide systems needed to ensure equitable learning experiences and strong outcomes for every student.	Follow-up support, modeling, practice, feedback, and monitoring have varied across teachers and teams.

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Perceptions

Summary

Wallace Elementary is in a rebuilding year following multiple leadership transitions, including three principals in five years. Feedback from staff, families, students, and community members is used to evaluate campus culture, communication, organizational effectiveness, family engagement, and progress toward improvement goals. Perception data are gathered through surveys, informal feedback, meetings, conferences, focus groups, campus events, and participation in school activities.

Staff members have expressed excitement and optimism about the campus's new direction. Early feedback indicates that clearer expectations, stronger communication, improved organization, and consistent schoolwide routines have contributed to a positive start to the year. Staff members have also responded positively to increased structures for collaborative planning, Tier 1 instruction, assessment analysis, and student support. Because change can become more difficult after the initial excitement fades, the campus must continue building staff ownership, trust, collective responsibility, and confidence in the improvement process.

Wallace benefits from an active PTA, engaged families, supportive community partners, and volunteers who contribute time, resources, and expertise. Family events are offered during both daytime and evening hours to increase access and participation. Donation drives and outreach initiatives also help address student and family needs. Family and community support are significant campus strengths.

Although overall family support is strong, multilingual families are not proportionately represented in PTA leadership, campus committees, and other decision-making roles. Language barriers, meeting structures, communication methods, and limited personal recruitment may affect participation. The campus will work to provide translated communication, interpretation, flexible participation options, and intentional invitations to leadership opportunities.

Staff retention remains an area of concern. Frequent changes in leadership, expectations, and staffing have affected trust, team cohesion, and the campus's ability to sustain momentum. Campus leadership will continue gathering staff feedback, conducting retention conversations, recognizing effective practice, providing differentiated support, and creating leadership opportunities for staff members who contribute to student growth.

Moving forward, Wallace will use perception data to monitor staff morale, student belonging, family trust, communication effectiveness, and stakeholder participation. The campus will regularly review feedback and make adjustments to strengthen relationships, improve transparency, increase inclusive participation, and sustain a positive culture focused on student success.

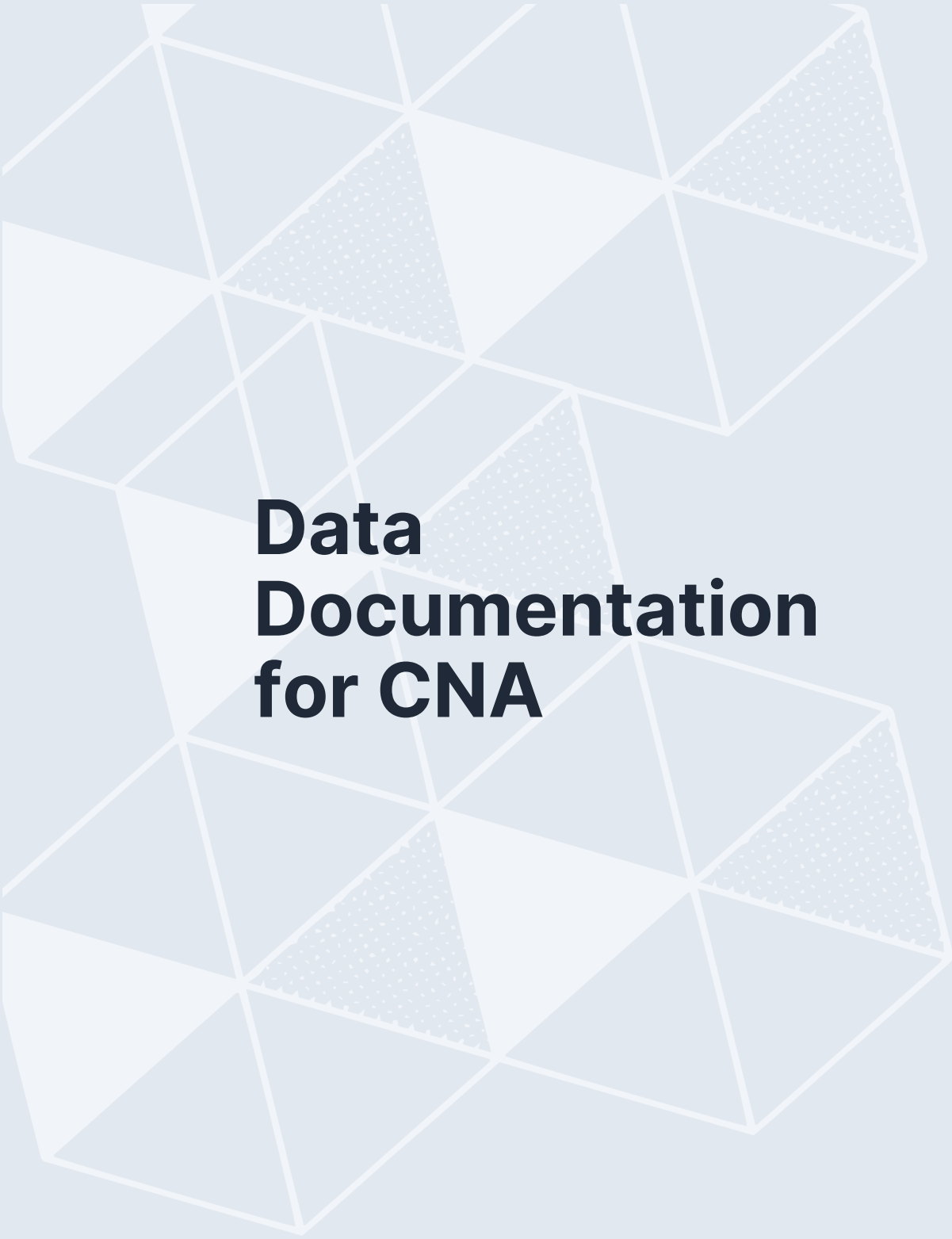
Strengths

- Staff members have expressed excitement and optimism about the campus's new direction.
- Early staff feedback indicates that clearer expectations, stronger communication, and increased organization have contributed to a positive start to the school year.
- Staff members recognize that newly established routines and procedures are creating greater consistency for students and adults.
- Teachers have responded positively to increased structures for collaborative planning, Tier 1 instruction, and student support.
- Staff demonstrate a willingness to embrace change and participate in rebuilding the campus.
- Families have expressed appreciation for the campus's positive direction, increased visibility, and focus on consistent expectations.
- Wallace benefits from an active PTA and community members who are willing to volunteer, contribute resources, and support campus initiatives.
- Daytime and evening events provide multiple opportunities for families to connect with the school.
- Community drives and outreach efforts demonstrate responsiveness to the needs of students and families.
- Student leadership opportunities and Pack activities support belonging, school pride, responsibility, and student voice.
- Multiple communication methods help keep staff and families informed about expectations, events, and campus priorities.
- The Wallace community shares a strong commitment to rebuilding trust, increasing stability, and improving outcomes for students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Although staff and families have expressed optimism about Wallace's new direction, trust, engagement, and confidence in campus systems are not yet consistent across all stakeholder groups. Frequent leadership and staff transitions have affected perceptions of stability, while multilingual families remain underrepresented in campus leadership and decision-making opportunities.	Repeated leadership changes and inconsistent communication, expectations, and follow-through have made it difficult to build and sustain trust over time. Additionally, family-engagement and leadership opportunities have not always been intentionally designed to remove language, scheduling, and access barriers for multilingual families.

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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 CCMR goals
- ☒ 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

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Results Driven Accountability (RDA)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates

- ☒ Local benchmark or common assessments data
- ☒ Prekindergarten Self-Assessment Tool

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
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data

- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-P ESS data
- ☒ Staff mobility/stability
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Community service agencies and support services

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Communications data



Technology and resource allocation data



Scope and Sequence; Pacing Guides; and Other Focus Documents



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 High Priority

100% of students will meet North Star Goal expectations.

Evaluation Data Source: Eduphoria, PLC, Data Meetings

Strategy 1

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

Strategy's Expected Result/Impact: All students will demonstrate increased ownership of their learning by setting meaningful student achievement and graduate profile goals, monitoring their progress, and providing quarterly evidence that demonstrates measurable growth toward their goals.

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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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: 95% or more of eligible students will have complete BOY, MOY, and EOY MAP Growth data in Reading and Mathematics, allowing staff to monitor progress and use assessment data to inform targeted instruction.

Staff Responsible for Monitoring: Administration, Teachers, Academic Coaches, Counselors

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

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Strategy 3

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

Strategy's Expected Result/Impact: Students will demonstrate increased ownership of their learning by maintaining a Schoology portfolio with four quarterly artifacts that document progress toward their academic and graduate profile goals.

Staff Responsible for Monitoring: Admin, teachers, academic success coaches

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Performance Objective 2

100% of staff will meet North Star Goal expectations.

Evaluation Data Source: Goals in Eduphoria.

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: Staff will demonstrate professional growth in district-identified priority T-TESS dimensions through goal setting, ongoing reflection, and evidence of progress throughout the school year.

Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches,

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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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: 100% of staff will use Schoology to track their professional growth goals and maintain a portfolio with four artifacts demonstrating progress throughout the school year.

Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches,

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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: 100% of staff will use designated collaborative time to update their portfolios, reflect on progress, and analyze peer evidence to support continued progress toward their professional growth goals.

Staff Responsible for Monitoring: Admin & teachers

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Performance Objective 3

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

Evaluation Data Source: Branching minds, Focus discipline.

Strategy 1

Implement a clear and consistent Tier 1 campus behavior expectations and discipline management plan.

Strategy's Expected Result/Impact: By the end of the 2026-27 school year, the campus will reduce office referrals and repeat behavior incidents by 10% compared to the 2025-26 school year, while increasing consistency in implementation of campus behavior expectations across all grade levels.

Staff Responsible for Monitoring: Admin, teachers and Academic Success Coaches

ESF Levers: Lever 3: Integrated Student Support Systems

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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: 100% of identified Tier 2 students will receive appropriate, research-based interventions aligned to the district Behavior Framework, with regular progress monitoring resulting in documented behavioral growth and appropriate movement between tiers as needed.

Staff Responsible for Monitoring: Administrators, Teachers, Academic Success Coaches, LAT

Formative Reviews

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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: 100% of students and staff will be exposed to consistent Code of Civility messaging throughout the school year, with increased awareness and consistent application of civility expectations across the campus.

Staff Responsible for Monitoring: All staff members.

Formative Reviews

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Performance Objective 4

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

Evaluation Data Source: MAP Growth data - BOY, MOY, and EOY growth in Reading and Mathematics
Progress-monitoring data - intervention-specific data for Tier 2 and Tier 3 students
MTSS documentation/data meetings - student movement between tiers and intervention decisions
STAAR/EOC assessment data - measures overall academic achievement and growth
Common formative assessment data/PLC data - monitors mastery of priority standards

Strategy 1

Implement improved tiered systems of support for students identified at risk (economically disadvantaged, failed STAAR, Mcinney Vento, Emerging Bilingual, Special Education)

Strategy's Expected Result/Impact: Students identified as at risk will receive timely, targeted, and differentiated academic supports aligned to their individual needs, resulting in increased academic growth, improved achievement, and reduced achievement gaps among identified student groups.

Staff Responsible for Monitoring: Admin, teachers, academic success coaches, sped, LAT

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

Formative Reviews

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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: 100% of identified students will receive appropriate accelerated learning or intensive intervention, with documented progress monitoring in Branching Minds demonstrating progress toward grade-level standards.

Staff Responsible for Monitoring: Admin, teachers, academic success coaches

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Strategy 3

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

Strategy's Expected Result/Impact: Students identified through attendance, behavior, reading, mathematics, and course-failure indicators will receive timely, targeted interventions, with progress monitored in Branching Minds to improve student outcomes and reduce the number of students requiring intensive support.

Staff Responsible for Monitoring: Admin, teachers, academic success coaches

Title I: 2.5.1, 2.5.3

Formative Reviews

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Strategy 4

Address Title I 10 Components based on needs assessment

Strategy's Expected Result/Impact: 100% of applicable Title I components will be addressed and documented annually, with Title I services aligned to identified campus needs and monitored for impact on student achievement and family engagement.

Staff Responsible for Monitoring: Admin, Title 1 coordinator

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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: School counseling lesson/service logs and participation data
Student Needs Assessment / SEL or school climate survey data
Discipline and behavior referral data
Attendance data
Counselor referral and intervention data
Character Education implementation/participation data
Trauma-Informed Care training and implementation documentation
Student, staff, and family survey data
MTSS/Branching Minds data for students receiving targeted social-emotional or behavioral support

Strategy 1

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

Strategy's Expected Result/Impact: Campus counselors will consistently provide required direct student services aligned with the Texas Education Code, ensuring students have access to appropriate academic, social-emotional, and postsecondary/career support.

Staff Responsible for Monitoring: Counselors

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: Students will demonstrate increased awareness and application of positive character traits, decision-making, and responsible behaviors through consistent implementation of Project Wisdom across Social Studies instruction and required observances.

Staff Responsible for Monitoring: Administrators, Teachers, Counselors

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

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

Strategy's Expected Result/Impact: 100% of campus staff will complete Safer Minds, Safer Schools training and apply learned strategies to promote student wellness, recognize student needs, and provide appropriate support.

Staff Responsible for Monitoring: Admin, Counselors

Formative Reviews

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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: Student health office/nurse visit data
Attendance and chronic absenteeism data
Discipline and behavior referral data
Student wellness/SEL survey data
Counselor referral and intervention data
Student Needs Assessment data
Safer Minds, Safer Schools training/implementation data
School climate/student engagement survey data
MTSS/Branching Minds progress-monitoring 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: 100% of 4th and 5th grade students will participate in Too Good for Drugs lessons and demonstrate increased knowledge and application of goal-setting, decision-making, and peer refusal skills that support healthy choices and positive behavior.

Staff Responsible for Monitoring: Admin, Counselors

Formative Reviews

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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: 100% of ERT members and staff will participate in the scheduled emergency response drills and demonstrate knowledge of appropriate procedures and response protocols.

Staff Responsible for Monitoring: Admin, Nurse, Rapid Response Team

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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: 100% of Campus Threat Assessment Team members will complete required training and demonstrate understanding of the threat assessment process in accordance with Texas Education Code 37.115.

Staff Responsible for Monitoring: Admin, Counselors

Formative Reviews

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Strategy 4

Implement Sandy Hook Promise's Suicide prevention curriculum for grades 6 through 12 to help students recognize warning signs and understand how to get help for themselves or a friend.

Strategy's Expected Result/Impact: 100% of students in grades 6-12 will participate in the Sandy Hook Promise suicide prevention curriculum and demonstrate increased awareness of warning signs, prevention strategies, and how to seek help for themselves or a friend.

Staff Responsible for Monitoring: Admin, Counselors, Teachers

Formative Reviews

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Strategy 5

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: 100% of students returning from DAEP who are identified as at-risk for recidivism will receive transition support and targeted wraparound services to promote successful reintegration and reduce repeat disciplinary incidents.

Staff Responsible for Monitoring: Admin, Counselors

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Goal 2

RISD will reimagine 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: Professional learning attendance and participation records

Teacher professional growth goals and action steps

T-TESS goal-setting, walkthrough, and evaluation data

Schoology professional learning/portfolio artifacts

Teacher feedback and professional learning surveys

PLC/Professional Learning Community documentation

Evidence of implementation of learned strategies in classrooms

Student achievement and growth data connected to instructional priorities

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: Teachers will demonstrate increased implementation of effective instructional practices aligned to district priorities, resulting in measurable professional growth and improved student learning outcomes.

Staff Responsible for Monitoring: Administration, ILT

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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: Teachers will demonstrate increased understanding and implementation of the Learner Growth Experience, resulting in more consistent instructional practices that support student ownership, engagement, and academic growth.

Staff Responsible for Monitoring: Admin, Leadership team

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: HR/staff turnover and retention data

Staff vacancy and hiring data

End-of-year staff retention data

Staff climate/satisfaction survey results

Employee engagement survey data

Exit interview data

Staff attendance data

T-TESS performance/evaluation data

Strategy 1

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

Strategy's Expected Result/Impact: Increased staff satisfaction, engagement, and sense of support will strengthen campus culture, reduce turnover, and improve retention of effective educators.

Staff Responsible for Monitoring: Campus Administration, Teacher Leaders & leadership team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Improved staff morale, engagement, and campus culture will lead to increased teacher satisfaction and retention, creating a more stable and supportive learning environment for students.

Staff Responsible for Monitoring: Admin & leadership team

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: T-TESS walkthrough and evaluation data
Goal-setting and professional growth documentation
Coaching and feedback cycle documentation
Professional development participation and completion data
Teacher performance/observation trends
Staff climate and engagement survey results
Student achievement and 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: 100% of staff will participate in the performance coaching cycle, including regular observations, timely feedback, goal setting, and documented follow-up, resulting in increased staff effectiveness and professional growth.

Staff Responsible for Monitoring: Admin and ILT

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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: T-TESS walkthrough and observation data
Early childhood classroom instructional data
Student learning/progress-monitoring data
Common formative assessment data
MAP Growth data, when applicable
Learning walk data
PLC documentation and instructional planning artifacts

Strategy 1

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

Strategy's Expected Result/Impact: Pre-K students will receive consistent, targeted small-group instruction aligned to their individual learning needs, resulting in increased student engagement, skill development, and readiness for kindergarten.

Staff Responsible for Monitoring: Administrators, Leadership team

TEA Priorities: Build a foundation of reading and math

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

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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: Pre-K teachers will demonstrate improved Tier 1 instructional practices and effective use of student data to plan and deliver targeted instruction, resulting in a 4% annual increase in end-of-year CLI Engage letter recognition and numeracy scores.

Staff Responsible for Monitoring: Admin, Leadership team

TEA Priorities: Build a foundation of reading and math

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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: 100% of PK-2nd grade classrooms will implement daily, high-quality phonics instruction using HQIM-aligned lessons, resulting in measurable growth in students' phonemic awareness, phonics skills, and early reading proficiency.

Staff Responsible for Monitoring: Admin & Leadership 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: 100% of students will demonstrate increased conceptual understanding of place value and improved automaticity with number identification, addition, and subtraction, resulting in measurable growth in foundational mathematics skills and overall math achievement.

Staff Responsible for Monitoring: Admin and Leadership 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: STAAR and TELPAS assessment data
MAP Growth and other universal screening data
IEP progress-monitoring data for Special Education
Language proficiency and progress data for Multilingual Learners
GT student performance and growth data
Common formative assessment/PLC data
MTSS/Branching Minds intervention and progress-monitoring data
Student outcome targets and progress toward goals

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: K-6 teachers will consistently implement the ESL content-based model and utilize Linguistic Acquisition Teachers and ELlevation strategies to provide targeted, language-focused support, resulting in increased English language proficiency and academic achievement for multilingual learners.

Staff Responsible for Monitoring: Administrators, Leadership & LAT

TEA Priorities: Build a foundation of reading and math

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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: Bilingual teachers will consistently monitor and adjust language allocation based on student data and needs, resulting in improved reading and math fluency, comprehension, and automaticity for bilingual students.

Staff Responsible for Monitoring: Admin, Leadership team & LAT

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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: Special education teachers will consistently use the Data Dashboard to document lesson planning, service delivery, and student progress, resulting in more timely data-driven instructional adjustments and targeted support for students. Improved use of student data will strengthen instructional decision-making, increase accountability for service delivery, and support improved academic outcomes for students receiving special education services.

Staff Responsible for Monitoring: Admin & Sped teachers

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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: Gifted and talented students will receive consistently differentiated instruction and appropriately challenging curriculum that promotes critical thinking, creativity, and academic growth. Gifted and talented students will demonstrate increased engagement, deeper learning, and continued academic growth through instruction aligned to their advanced learning needs.

Staff Responsible for Monitoring: Admin & Gifted and talented teacher

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Strategy 5

Include campus strategies to address SPED accountability targets.

Strategy's Expected Result/Impact: Students receiving special education services will demonstrate measurable growth toward identified accountability targets through targeted interventions, progress monitoring, and data-driven instructional supports.

Staff Responsible for Monitoring: Admin & Sped team

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Strategy 6

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

Strategy's Expected Result/Impact: Students participating in the Two-Way Dual Language Program will demonstrate measurable growth in bilingualism, biliteracy, and mastery of grade-level content in English and Spanish, as evidenced by language proficiency assessments, literacy assessments in both languages, and district and state assessments. Students will also develop cross-cultural understanding and collaboration skills.

Staff Responsible for Monitoring: Admin, ASC, classroom teachers

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

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

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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: T-TESS walkthrough and observation data

Learning walk data

Instructional coaching and feedback documentation

PLC planning and instructional artifacts

Student achievement and growth data (MAP/STAAR)

Common formative assessment data

Teacher implementation/self-reflection data

Strategy 1

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

Strategy's Expected Result/Impact: Students in 3rd grade Reading and Math will demonstrate increased academic achievement, with 60% of students meeting the identified Reading STAAR goal and 55% meeting the identified Math STAAR goal for the 2026-2027 school year, aligned to BOT goals.

Staff Responsible for Monitoring: Administrators & Leadership team

TEA Priorities: Connect high school to career and college

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Strategy 2

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: K-5 teachers will consistently implement HQIM aligned to the Learner Framework, supported by ongoing differentiated professional learning, resulting in stronger instructional practices, increased student engagement, and improved student academic growth. Walkthroughs will show internalized lessons where students are doing the heavy lifting in both HMH and Bluebonnet math.

Staff Responsible for Monitoring: Admin and Leadership Team

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Strategy 3

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

Strategy's Expected Result/Impact: Teachers will consistently engage in weekly PLCs and lesson internalization using district protocols to unpack standards, anticipate student needs, and align HQIM prior to instruction, resulting in stronger lesson preparation, more consistent Tier 1 instruction, and improved student learning outcomes.

Staff Responsible for Monitoring: Admin and Leadership Team

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Strategy 4

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

Strategy's Expected Result/Impact: Teachers will consistently implement the DDI protocol and participate in weekly data meetings focused on 3rd grade Math and Reading, using student data to identify learning gaps, plan targeted instruction, and monitor progress, resulting in measurable growth toward identified STAAR performance goals.

Staff Responsible for Monitoring: Admin and Leadership Team

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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: Campus leaders will demonstrate increased leadership capacity through targeted LIFT coaching and training, resulting in stronger instructional leadership, more effective decision-making, and improved implementation of strategies aligned to campus-specific needs.

Staff Responsible for Monitoring: Admin

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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: Campus leaders will strengthen their ability to analyze and monitor student growth and accountability data, resulting in data-informed decisions, targeted instructional support, and improved progress toward state accountability standards.

Staff Responsible for Monitoring: Admin

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Performance Objective 4

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

Evaluation Data Source: Student participation and engagement data
Curriculum and instructional alignment reviews
Learning walk and walkthrough data
Student learning/progress data
PLC documentation and lesson planning artifacts
Student, staff, and family feedback surveys
Implementation/fidelity monitoring data

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: Teachers will purposefully integrate technology into instruction, using I-Team learning to increase productive screen time and student engagement, resulting in improved learning experiences and measurable student learning outcomes.

Staff Responsible for Monitoring: Admin and Leadership Team

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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.
Meaningful learning experiences: Teachers will design lessons that connect learning to real-world applications, problem-solving, collaboration, and student interests.
Student ownership: Students will set learning goals, monitor their progress, reflect on their learning, and communicate evidence of growth.
Graduate Profile competencies: Lessons and projects will intentionally provide opportunities for students to practice skills such as communication, collaboration, critical thinking, creativity, and responsible decision-making.
Consistent Tier 1 instruction: PLCs and lesson internalization will identify where Graduate Profile competencies can be embedded into HQIM lessons and daily instruction.
Student discourse: Classrooms will include increased opportunities for students to explain their thinking, collaborate with peers, ask questions, and defend their ideas.
Authentic products: Students will demonstrate learning through projects, presentations, portfolios, performances, and other authentic evidence--not just traditional assessments.
Campus-wide consistency: Learning walks and walkthroughs will monitor evidence of the Learning Framework and Graduate Profile competencies across classrooms.
Celebrating growth: Students will maintain evidence of their learning and celebrate progress toward their individual achievement and Graduate Profile goals.

Strategy's Expected Result/Impact: Students will consistently engage in meaningful learning experiences that provide opportunities to develop and demonstrate competencies aligned with the RISD Graduate Profile, resulting in increased student ownership, engagement, and development of college, career, and life-ready skills.

Staff Responsible for Monitoring: Admin and Leadership Team

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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: Families and community members will have increased awareness of the campus's specialized academic programs and student achievements through visible showcases of student work and outcomes, strengthening community engagement and supporting RISD's "The ONE" initiative.

Staff Responsible for Monitoring: Admin, Teachers, Leadership Team

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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: CCMR indicator data

Student attendance and chronic absenteeism data

Graduation rate data

Advanced academic enrollment and performance data

STAAR/EOC assessment data

AP/dual credit/college-level coursework participation and performance

College/career readiness and postsecondary outcome data

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

Strategy's Expected Result/Impact: 100% of 5th grade students will participate in BizTown and engage in meaningful career exploration experiences, increasing their awareness of diverse career pathways and strengthening their understanding of workplace skills, financial literacy, and real-world applications.

Staff Responsible for Monitoring: Admin, teachers. leadership

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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 95.1 or higher and reduce chronic absenteeism by .5.

Strategy's Expected Result/Impact: The campus will achieve an overall attendance rate of 95.1% or higher and reduce chronic absenteeism by 0.5 percentage points through weekly monitoring, early identification, and targeted attendance interventions.

Staff Responsible for Monitoring: Admin and SDS

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Performance Objective 6

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

Evaluation Data Source: TEA School Improvement status and accountability data
STAAR/EOC performance and growth data
Campus accountability ratings and domain data
TAPR (Texas Academic Performance Reports)
Attendance and chronic absenteeism data
Student growth and intervention data
School improvement plan/CIP implementation monitoring
Campus needs assessment and progress-monitoring data

Strategy 1

School Improvement and Title I campuses will engage in targeted instructional and student culture coaching, using feedback and campus data to implement and monitor action steps aligned to District Instructional Priorities.

Strategy's Expected Result/Impact: School Improvement and Title I campuses will demonstrate increased implementation of effective instructional and student culture practices through targeted coaching, feedback, and data-driven action steps, resulting in improved instructional quality, student engagement, and academic outcomes.

Staff Responsible for Monitoring: Admin

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Strategy 2

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

Strategy's Expected Result/Impact: Campus administrators and instructional teams will demonstrate increased capacity to implement and monitor District Instructional Priorities through targeted LIFT Grant and Region 10 coaching, resulting in more consistent instructional practices aligned to identified campus and student needs. Students will experience stronger, more consistent Tier 1 instruction aligned to campus and student needs, resulting in increased student engagement, academic growth, and achievement.

Staff Responsible for Monitoring: Admin and leadership team

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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:
- Business and industry partnership records

Number of new and active partnerships

Partnership agreements/MOUs

Student and staff participation in partnership activities

Career exploration, mentorship, internship, and job-shadowing participation data

Business/community partner feedback surveys

Student and staff engagement/feedback surveys

Campus and district event participation records

Year-over-year partnership growth data

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: Campus leaders will establish and strengthen meaningful relationships with business and community partners through participation in "Principal for a Day," increasing awareness of campus needs and creating opportunities for partnerships that support student and staff experiences. Increased business and community engagement will provide additional resources, experiences, and opportunities that support student learning, staff development, and progress toward the North Star Goal.

Staff Responsible for Monitoring: Admin

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Performance Objective 2

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

Evaluation Data Source: ParentSquare contactability reports
Parent/guardian contact information records
ParentSquare message delivery and engagement data
Campus communication logs
Parent/guardian participation and response rates
Annual enrollment/registration verification data
Parent/guardian feedback surveys

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: Families will receive consistent, timely, and accessible campus information through a weekly ParentSquare newsletter, with delivery reports monitored weekly to identify and address gaps in family communication. Family awareness and engagement will increase through reliable weekly communication, resulting in stronger connections between the campus and families and improved access to important school information and opportunities.

Staff Responsible for Monitoring: Admin

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Strategy 2

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

Strategy's Expected Result/Impact: The campus will increase consistent and meaningful communication and engagement with families and the community through coordinated use of district communication tools and partnerships with neighborhood organizations, volunteers, and business partners. Families and community members will demonstrate increased awareness, participation, and connection to the campus, strengthening community partnerships and support for student success and the North Star Goal.

Staff Responsible for Monitoring: Admin

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Performance Objective 3

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

Evaluation Data Source: Parent/guardian surveys confirming awareness of student growth goals
Student goal-setting documentation
ParentSquare communication and engagement data
Parent conference/meeting participation records
Schoology student goal/portfolio artifacts
Student progress-monitoring and assessment data
MAP Growth and STAAR data
Parent feedback and response records

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: Parents and families will demonstrate increased awareness of their student's individual growth targets and progress and will be equipped with practical strategies to support learning at home, resulting in stronger family engagement and increased student academic growth.

Staff Responsible for Monitoring: Admin & Teachers

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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:** Campus budget and expenditure reports
Budget-to-actual expenditure comparisons
Purchase orders and procurement records
Monthly financial reports
Inventory and asset records
Staffing and personnel allocation reports
Records of cost-saving measures and operational efficiencies
Compliance and internal audit reports
Department and campus operational data
Comparison of current-year expenditures and operational data to prior-year data

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: Staff will demonstrate increased knowledge and compliance with proper money collecting/handling and ordering/receiving procedures, resulting in accurate financial practices, reduced errors, improved accountability, and more efficient use of campus resources.

Staff Responsible for Monitoring: Campus Administration

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Strategy 2

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

Strategy's Expected Result/Impact: Improved energy efficiency and responsible use of campus resources through collaboration with Facility Services and the Energy & Sustainability Department, resulting in reduced energy consumption and operational costs.

Staff Responsible for Monitoring: Campus Administration

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Performance Objective 2

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

Evaluation Data Source: Maintenance and work order records

Facilities inspection reports

Safety inspection and compliance reports

Campus safety and security incident reports

Environmental and building condition assessments

Custodial service records and inspections

Emergency preparedness and drill records

Staff, student, and family feedback/surveys

Campus walkthrough and facility assessment documentation

Comparison of maintenance, safety, and facility data from the previous year to current-year data

Strategy 1

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

Strategy's Expected Result/Impact: Staff will understand and follow procedures related to parental rights requirements, ensuring compliance with Texas SB12 and supporting a safe, consistent, and legally compliant campus environment.

Staff Responsible for Monitoring: Campus Administration, Principal, Assistant Principals, and designated campus compliance staff.

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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: Students and staff will increase their knowledge and preparedness for emergency situations by practicing SRP procedures, resulting in a safe, calm, and organized response during emergencies.

Staff Responsible for Monitoring: Campus Administration, Principal, Assistant Principals, and designated campus safety staff.

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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: Students and staff will demonstrate increased awareness and preparedness by regularly reviewing and practicing emergency response procedures, resulting in a consistent, safe, and organized response to various emergency situations.

Staff Responsible for Monitoring: Campus Administration, Principal, Assistant Principals, and designated campus safety staff.

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Performance Objective 3

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

- Evaluation Data Source:** Technology help desk/service ticket records
Network uptime and connectivity reports
Technology infrastructure and equipment inventory records
Device deployment, maintenance, and replacement records
Cybersecurity and system security reports
Technology incident and outage reports
Technology usage and access data
Staff and student technology feedback/surveys
Technology audits and compliance reports
Campus and district technology infrastructure assessments

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: Students and staff will have reliable access to technology, with 100% of student devices accurately tracked, digital citizenship lessons completed within the first nine weeks, and technology support requests addressed efficiently through streamlined ticket workflows.

Staff Responsible for Monitoring: Campus Administration, Campus Technology Representative, and classroom teachers.

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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: Students and staff will have reliable access to technology, with 100% of student devices accurately tracked, digital citizenship lessons completed within the first nine weeks, and technology support requests addressed efficiently through streamlined ticket workflows.

Staff Responsible for Monitoring: Campus Administration, Campus Technology Representative, and classroom teachers.

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Alisha Chenevert	Principal		
Rebecca Cole	Music Teacher		