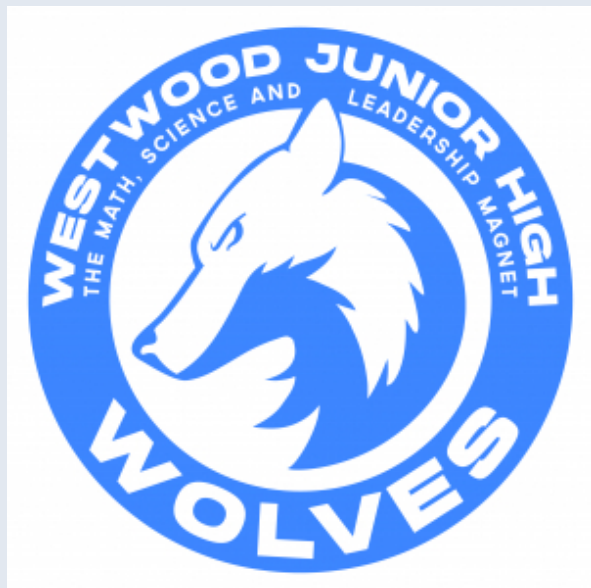


# Richardson Independent School District



## Westwood Junior High School

## 2026-2027 Campus Improvement Plan

# Mission Statement

Our mission is to holistically empower student leaders to become innovative, compassionate globally minded members of society.

# Vision

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

# Value Statement

*Integrity - Inspiration - Inclusiveness - Innovation*

*FOCUS*

*Students are the primary focus of RISD and Staff is the primary focus of administration*

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# Comprehensive Needs Assessment

# Demographics

## Summary

Westwood Junior High School in Richardson ISD has a total Fall 2026 snapshot enrollment of 642 students.

|                           |                       |            |                |
|---------------------------|-----------------------|------------|----------------|
| <b>Total Population</b>   | <b>Total Enrolled</b> | <b>642</b> | <b>100.00%</b> |
| <b>Grade Distribution</b> | Grade 7               | 321        | 50.00%         |
|                           | Grade 8               | 321        | 50.00%         |
| <b>Gender</b>             | Male                  | 356        | 55.45%         |
|                           | Female                | 286        | 44.55%         |

### Student Ethnicity & Race Breakdown

- **Hispanic-Latino:** 267 students (41.59%)
- **White:** 169 students (26.32%)
- **Black - African American:** 134 students (20.87%)
- **Asian:** 44 students (6.85%)
- **Two-or-More Races:** 24 students (3.74%)
- **American Indian - Alaskan Native:** 4 students (0.62%)
- **Native Hawaiian - Pacific Islander:** 0 students (0.00%)

### Student Programs & Instructional Services

- **Gifted and Talented (GT):** 196 students (30.53%)
- **Emergent Bilingual (EB):** 152 students (23.68%)
- **English as a Second Language (ESL):** 150 students (23.36%)
- **Special Education (SPED):** 119 students (18.54%)
- **Dyslexia Program:** 105 students (16.36%)
- **Section 504 Services:** 85 students (13.24%)
- **Bilingual Program:** 1 student (0.16%)

### Student Support & Socioeconomic Indicators

| <b>Student Indicator Category</b>  | <b>Count</b> | <b>Campus Percentage</b> |
|------------------------------------|--------------|--------------------------|
| <b>Economic Disadvantage Total</b> | 295          | 45.95%                   |
| — Free Meals                       | 255          | 39.72%                   |
| — Reduced-Price Meals              | 40           | 6.23%                    |
| <b>At-Risk Status</b>              | 171          | 26.64%                   |
| <b>Immigrant Students</b>          | 34           | 5.30%                    |
| <b>Transfer In Students</b>        | 26           | 4.05%                    |
| <b>Homeless Status Total</b>       | 12           | 1.87%                    |
| — Doubled Up                       | 8            | 1.25%                    |
| — Hotel/Motel                      | 3            | 0.47%                    |
| — Shelter                          | 1            | 0.16%                    |
| <b>Military Connected</b>          | 9            | 1.40%                    |

## Strengths

Demographics strengths reflect the Fall 2022 PEIMS data for Westwood Junior High:

- Mobility and drop out rate remain low
- Teacher diversity (gender, race and ethnicity) is increasing

- Intervention Counselor and Behavior Interventionist support the behavioral and wellness needs of our students
- ESL Coordinator and ESL aide support the bilingual population
- Three content area Instructional Coaches meet the diverse needs of students and teachers

# Student Achievement

## Summary

**A-Rated Distinction & High Performance:** For the 2025–2026 school year, Westwood Junior High achieved an A rating from TEA along with earning all 7 Distinction Designations.

### Accountability & STAAR Highlights:

- Algebra 1: 88.67% reached Approaches Grade Level (+10.63% YoY), 65.67% reached Meets (+14.66%), and 45.00% reached Masters (+10.00%).
- Pre-Algebra: 73.56% reached Approaches (+13.00% YoY), 52.58% reached Meets (+12.52%), and 25.84% reached Masters (+5.96%).
- RLA 7 & 8: RLA 8 achieved 86.47% Approaches (+6.73% YoY) and 66.67% Meets. RLA 7 reached 80.37% Approaches and 65.34% Meets.
- Science 8 & Social Studies: Both subjects showed solid gains at the Approaches level (83.44% in Science, +3.44%; 68.65% in Social Studies, +7.21%).

### Growth & Diagnostic Metrics (NWEA MAP)

- Math Growth (Pre-Alg to Alg1 combined): 68.98% of students met their NWEA MAP Growth target, up +27.18% compared to 41.80% in 2024–2025.
- Reading Growth (RLA 7 to RLA 8 combined): 62.38% of students met their NWEA MAP Growth target, up +19.13% compared to 43.25% in 2024–2025.

### Key Takeaways & Areas for Focus

- Emergent Bilingual Growth in Math: Emergent Bilingual performance in Algebra 1 increased significantly (+27.28% in Approaches).
- Social Studies Gap: Social Studies had the lowest overall campus proficiency (68.65% Approaches, 44.55% Meets), making it a key area for targeted intervention.
- Special Education Support: Special Education student proficiency in Pre-Algebra (38.98% Approaches) and RLA 7 (43.10% Approaches) shows progress, though additional scaffolding remains beneficial.
- Earning an A rating and all 7 TEA Distinctions highlights campus-wide excellence across reading, math, science, social studies, progress, closing the gaps, and postsecondary readiness.
- Robust academic interventions implemented via DEN Time (advisory) and RTI schedules.

## Strengths

Double digit increased in our African American population in the area of math. Our campus has earned 4 out of 7 distinctions from TEA. Double digit gains in 7th grade reading with Hispanic, Economically Disadvantaged and ELL's. Double digit gains in 7th grade math with African American populations and significant gains with economically disadvantaged and ELL's.

# School Culture and Climate

## Summary

- Positive Climate & Leadership Growth: End-of-Year (EOY) 100% of staff agreed/strongly agreed that the school fosters a positive and inclusive culture (up from 94% at BOY). Additionally, 100% of staff feel supported by school leadership (up from 78% Strongly Agree).
- Parent Perception: Parents express strong satisfaction with school safety, academic rigor, and character development.
- Areas for Growth: Pacing and instructional adjustment for technology tools (monitoring iPads via Jamf/Apple Classroom vs. GoGuardian), as well as ensuring consistent behavioral intervention support.

## Strengths

### Discipline Interventions

- DAEP Placements: Reduced by 34.62% in total incidents and 38.30% in assigned days.
- In-School Suspension (ISS): Reduced by 24.68% in incidents and 30.81% in assigned days.
- Out-of-School Suspension (OSS): Reduced by 11.56% in incidents and 18.18% in assigned days.

### Attendance Trends

- Average Daily Attendance (ADA): Remained stable above 95–97% across most months.
- Chronic Absenteeism: Decreased compared to 2024–2025 across key months (e.g., September decreased from 20.80% down to 8.95%).

# Staff Quality, Recruitment, and Retention

## Summary

- **High Retention & Strong Morale:** Staff turnover remains exceptionally low. Teachers express high job satisfaction, citing supportive administrative leadership, effective instructional coaching, and strong departmental teamwork.
- **Professional Development & Mentorship:** New teachers receive structured mentorship and onboarding support. Staff development is supported on-site by dedicated Instructional Coaches and District Specialists.

## Strengths

Staff retention rates stay at or below district average. Quality mentoring programs are in place to support new teachers. Instructional Coach allocation is utilized to help support and retain teachers.

# Curriculum, Instruction, and Assessment

## Summary

- **Data-Driven Instruction:** Teachers participate in Professional Learning Communities (PLCs) daily to analyze CIA, MAP, iReady, and STAAR data to drive tier-1 instruction and tier-2 interventions.
- **Integrated Testing & Pacing:** Curriculum aligns directly with TEKS standards. Staff actively work to balance assessment frequency (MAP, iReady, District CIAs) to prevent student testing fatigue.

## Strengths

- Effective deployment of **DEN Time (Advisory) / RTI Sessions** for targeted enrichment and intervention, leading directly to campus-wide STAAR growth.
- High-rigor Magnet and Pre-AP/Honors course offerings, particularly in Honors Math, Science, and Leadership.

# Family and Community Engagement

## Summary

- WWJH actively involves families through parent-school compacts, PTA involvement, Magnet parent showcases, and multicultural events.
- **Parent Survey Feedback: 100% of parents** surveyed rated the overall quality of Westwood's Math, Science, and Leadership Magnet program as good or higher. Parents appreciate the caring teachers, academic challenge, and welcoming environment.
- **Areas for Growth:** Expanding communication regarding daily classroom activities/events and increasing parent involvement opportunities in fine arts and athletics.

## Strengths

- Strong parent approval of school culture, student growth, and teacher dedication.
- Successful community-building events such as the **Westwood Youth Leadership Summit** and Fine Arts showcases.

# School Organization

## Summary

- **PLC & Team Structure:** Daily PLC planning periods for all core content teams facilitate collaborative lesson planning and data analysis.
- **Extracurricular Connections:** Programs in Athletics, Fine Arts, AVID, Leadership, and Magnet pathways provide comprehensive growth opportunities for students.

## Strengths

- Collaborative duty rosters and structured administrative presence across campus (cafeteria, hallways, morning/afternoon duty).
- Redesigned DEN Time (Advisory) fostering strong mentor relationships between teachers and students.

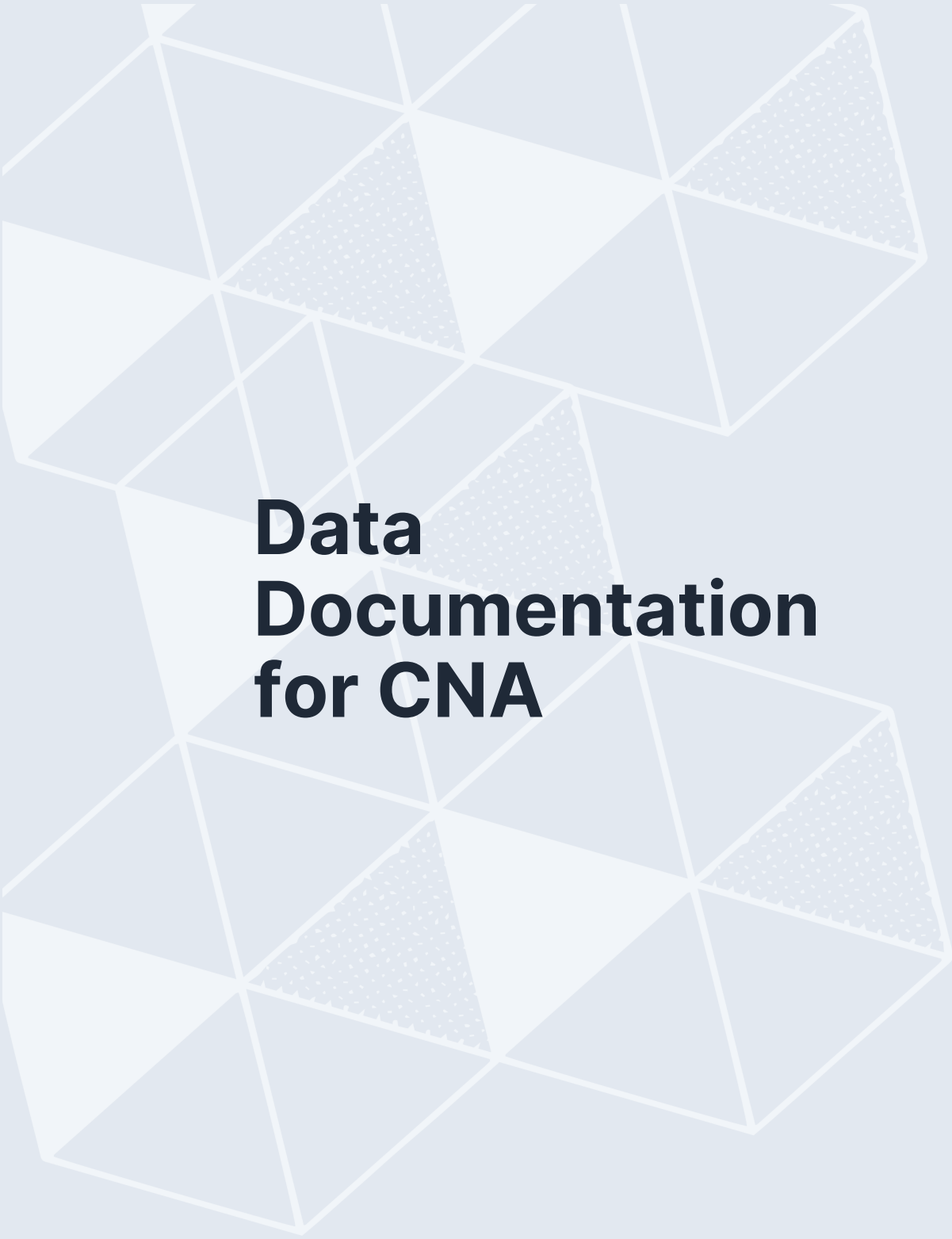
# Technology

## Summary

- 1:1 Student Device Integration: Campus maintains full 1:1 device access to support daily learning and digital resources.
- Support & Training: RISD iTeam members assists teachers with software integration and classroom tech management.
- Areas for Growth: Ongoing teacher support and software refinement for screen monitoring (Jamf / Apple Classroom) following device platform transitions.

## Strengths

Robust digital resource availability supporting student intervention and enrichment apps



# 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
- ☒ 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



# Goals

# Goal 1

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

## Performance Objective 1

100% of students will meet North Star Goal expectations.

**Evaluation Data Source:** Student portfolios in Schoology and Seesaw, MAP data, teacher and student surveys

### Strategy 1

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

**Strategy's Expected Result/Impact:** Increases in NWEA MAP scores, STAAR EOC scores, and positive student climate and culture survey results.

**Staff Responsible for Monitoring:** Administration  
Advisory Teachers  
Classroom Teachers

#### 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:** Increases in NWEA MAP growth scores, Common Interim Assessment (CIA) proficiency growth, and overall grades.

**Staff Responsible for Monitoring:** Math, RLA and Science teachers

**ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

#### Formative Reviews

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### Strategy 3

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

**Strategy's Expected Result/Impact:** Increases in NWEA MAP scores, overall grades, and student participation rates.

**Staff Responsible for Monitoring:** All training provided by iTeam  
Administration  
Classroom Teachers

### Formative Reviews

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## Performance Objective 2

100% of staff will meet North Star Goal expectations.

**Evaluation Data Source:** Student portfolios in Schoology, MAP data, teacher and student surveys

### 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:** Increases in T-TESS dimension scores, teacher retention rates, and instructional walkthrough data scores.

**Staff Responsible for Monitoring:** Administration  
Teachers and Staff

### 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:** Increases in teacher retention, campus climate and culture survey scores, and overall NWEA MAP growth scores.

**Staff Responsible for Monitoring:** All training provided by iTeam  
Administration  
Teachers

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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:** Increases in teacher retention, campus climate and culture survey scores, and overall STAAR EOC passing rates.

**Staff Responsible for Monitoring:** Adminsitration  
Teachers and staff

Formative Reviews

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Performance Objective 3

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

**Evaluation Data Source:** Discipline data  
Attendace data  
Student Performance

Strategy 1

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan by utilizing the RISD Code of Civility and Behavior Framework.

**Strategy's Expected Result/Impact:** Decreases in discipline referral numbers and ISS/OSS days, alongside increases in student attendance rates.

**Staff Responsible for Monitoring:** PBIS Site Team  
MTSS Behavior Team  
Administration  
Classroom Teachers

**Title I:** 2.5.3

**ESF Levers:** Lever 3: Integrated Student Support Systems

Formative Reviews

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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:** Decreases in discipline referral numbers, ISS/OSS days, and DAEP placement rates.

**Staff Responsible for Monitoring:** MTSS Behavior Team  
Administration  
Classroom Teachers

**Title I:** 2.5.3

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:** Decreases in discipline referral numbers, alongside increases in student climate and culture survey scores and instructional walkthrough data scores.

**Staff Responsible for Monitoring:** MTSS Behavior Team  
Administration  
Classroom Teachers

**Title I:** 2.5.3

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Performance Objective 4

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

Strategy 1

Implement improved tiered systems of support for students identified at-risk by leveraging a part-time MTSS Coordinator to facilitate bi-weekly MTSS team data meetings, evaluate student progress, and streamline targeted Tier 2 and Tier 3 intervention placements.

**Strategy's Expected Result/Impact:** Increases in STAAR EOC scores, TELPAS progress rates, and attendance rates.

**Staff Responsible for Monitoring:** MTSS Coordinator  
Administration  
Classroom Teachers

**Title I:** 2.5.3

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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:** Increases in Common Interim Assessment (CIA) proficiency growth, NWEA MAP scores, and overall grades.

**Title I:** 2.5.2

**ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

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

**Strategy's Expected Result/Impact:** Increases in attendance rates and overall grades, alongside decreases in discipline referral numbers.

**Title I:** 2.5.2

## Formative Reviews

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### Strategy 4

Utilize a Campus Instructional Coach to provide job-embedded professional development, classroom modeling, and targeted coaching for teachers. The coach will collaborate with the PLCs and ILT to maintain TEKS alignment, support scope and sequence implementation, and work directly with students to facilitate innovative, student-centered instruction.

**Strategy's Expected Result/Impact:** Targeted coaching and modeling by the Campus Instructional Coach will increase TEKS-aligned instructional fidelity, accelerate new teacher growth, and boost student achievement through innovative, student-centered learning.

**Staff Responsible for Monitoring:** Administration

**Title I:** 2.5.2

## Formative Reviews

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### Strategy 5

Tutors will instruct identified students with additional supports in reading and math once per week.

**Strategy's Expected Result/Impact:** Weekly targeted tutoring in reading and math will accelerate skill mastery, improve classroom performance, and increase student growth on district assessments.

**Staff Responsible for Monitoring:** Department Chairs  
Instructional Coaches  
Administration  
Classroom Teachers

**Title I:** 2.5.2

## Formative Reviews

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### Strategy 6

Educators will instruct identified students with additional supports in reading, math and social studies six Saturdays per year.

**Strategy's Expected Result/Impact:** Targeted Saturday instruction in reading, math, and social studies will close learning gaps, reinforce TEKS mastery, and improve student performance on district and state assessments.

**Staff Responsible for Monitoring:** Instructional Coaches  
Classroom Teachers  
Administration

**Title I:** 2.5.2

**Formative Reviews**

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**Strategy 7**

Provide funding for extended contract days for the the Instructional Leadership Team immediately prior to the start of the school year. Extra days will be dedicated to collaborating with campus administration on CIP alignment, analyzing state and local assessment data, planning the campus professional development calendar, and preparing support structures for incoming teaching staff.

**Strategy's Expected Result/Impact:** Pre-year ILT extended days will produce a fully aligned CIP, a data-driven PD calendar, and structured support systems, leading to a smooth campus start and consistent instructional delivery from day one.

**Staff Responsible for Monitoring:** ILT

**Title I:** 2.5.2

**Formative Reviews**

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**Strategy 8**

Campus PFE Activities will be held throughout the year to inform, gather feedback, collaborate, and engage parents/families with their child's education.

**Strategy's Expected Result/Impact:** Increase family engagement and collaboration, resulting in higher parent participation rates and stronger home-school partnerships that support student achievement.

**Staff Responsible for Monitoring:** Title 1 Liaison  
Administration

**Title I:** 2.5.2

## Formative Reviews

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### Strategy 9

Campus Parent Engagement Liasion will plan, develop, implement, and lead Parent/Family Engagement Activities throughout the school year.

**Strategy's Expected Result/Impact:** Leadership by the Parent Engagement Liaison will expand family outreach and community partnerships, driving higher event attendance and active parental involvement in student success.

**Staff Responsible for Monitoring:** Title 1 Liaison  
Administration

**Title I:** 2.5.3

## Formative Reviews

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### Strategy 10

Selected educators will participate in planning days to review data, identify student needs, and plan for upcoming instruction.

**Strategy's Expected Result/Impact:** Dedicated teacher planning days will sharpen data-driven instruction, leading to targeted lesson adjustments, stronger TEKS alignment, and accelerated academic growth for identified students.

**Staff Responsible for Monitoring:** Instructional Coaches  
Classroom Teachers  
Administration

**Title I:** 2.5.2, 2.5.3

## Formative Reviews

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### Strategy 11

Campus Educators attend the 3-day AVID Summer Institute professional learning event.

**Strategy's Expected Result/Impact:** Participants will acquire evidence-based instructional strategies to close opportunity gaps and foster college-and-career readiness. The campus site team will utilize dedicated planning time during the institute to design a school-wide implementation plan for WICOR methodologies (Writing, Inquiry, Collaboration, Organization, Reading) to support high-need students.

**Staff Responsible for Monitoring:** Administrator  
AVID Coordinator

**Title I:** 2.5.2

**Formative Reviews**

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**Strategy 12**

Utilize a Student Success Liaison to deliver academic supervision, MTSS/PBIS behavioral interventions, and proactive family outreach.

**Strategy's Expected Result/Impact:** Reduced repeat ISS/OSS referrals and increased academic assignment completion rates among participating at-risk students.

**Staff Responsible for Monitoring:** Administration

**Title I:** 2.5.3

**Formative Reviews**

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**Performance Objective 5**

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

**Strategy 1**

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

**Strategy's Expected Result/Impact:** Increases in ASCA Use of Time Analysis Calculator 80/20 counselor time-tracker compliance rates, student climate and culture survey scores, and student participation rates.

**Staff Responsible for Monitoring:** Counselors  
District Counseling Services  
Administration

## Formative Reviews

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### Strategy 2

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

**Strategy's Expected Result/Impact:** Decreases in discipline referral numbers, alongside increases in positive student climate and culture survey scores.

**Staff Responsible for Monitoring:** Social Studies Teachers  
Administration

## Formative Reviews

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### Strategy 3

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

**Strategy's Expected Result/Impact:** Increases in staff climate and culture survey scores, Tier II/III MTSS progress monitoring data scores, and student participation rates.

**Staff Responsible for Monitoring:** Counselors  
District Counseling Services

## Formative Reviews

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## Performance Objective 6

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

### Strategy 1

Implement evidence-based prevention lessons from Catch My Breath and the Stanford REACH Lab in grades 6th-8th

**Strategy's Expected Result/Impact:** Decreases in discipline referral numbers and DAEP placement rates, alongside increases in student climate and culture survey scores.

**Staff Responsible for Monitoring:** Counselors  
District Counseling Services  
District Student Services

**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:** Increases in staff safety climate survey scores, student participation rates, and emergency response readiness.

**Staff Responsible for Monitoring:** Nurse  
Administration

**Formative Reviews**

|          |         |       |      |
|----------|---------|-------|------|
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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:** Decreases in disciplinary recidivism, alongside increases in Threat Assessment monitoring log completion and campus safety climate scores.

**Staff Responsible for Monitoring:** Administration  
District Student Services

**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:** Increases in student participation rates, student safety awareness, and positive campus climate survey scores.

**Staff Responsible for Monitoring:** Counselors  
District Counseling Services

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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:** Decreases in DAEP placement rates and disciplinary recidivism, alongside increases in student attendance rates.

**Staff Responsible for Monitoring:** Counselors  
Student Success Liaison  
Administration

**Title I:** 2.5.3

**Formative Reviews**

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Goal 2

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

Performance Objective 1

RISD will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact on the training on the North Star Goal.

**Evaluation Data Source:** Professional Learning Feedback & Exit Surveys: Participant reaction and growth feedback surveys collected immediately following professional development sessions.

North Star Goal Impact & Application Artifacts: Mid-year and end-of-year follow-up survey data measuring how participants applied learning toward district North Star Goal metrics.

Professional Development Attendance & Completion Logs: System management records tracking participation rates across aligned learning pathways.

Instructional Coaching & Observation Data: Campus walk-through logs, coaching cycle notes, and evaluation rubrics measuring classroom implementation of professional learning.

Student Growth & Performance Data: Assessment and progress-monitoring data tied directly to the instructional outcomes emphasized in professional learning opportunities.

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:** Increases in instructional walkthrough data scores, T-TESS dimension scores, and teacher retention rates.

**Staff Responsible for Monitoring:** Administration  
Instructional Coaches

**Title I:** 2.5.2

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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:** Increases in instructional walkthrough data scores and positive staff climate and culture survey results.

**Staff Responsible for Monitoring:** Administration  
ILT

**Title I:** 2.5.2

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Performance Objective 2

RISD will maintain or decrease the current turnover rate and expand the highly qualified applicant pool through the implementation of a comprehensive recruitment and enhanced mentoring plan.

**Evaluation Data Source:** Staff Retention & Turnover Reports: Annual district and campus staff turnover/retention rate reports (disaggregated by campus, teaching experience level, and content area).

HR Applicant Tracking System Data: Applicant pool metrics, including total number of applicants, qualified applicants per posting, and time-to-fill vacancies.

Exit & Stay Interview Data: Annual summaries, themes, and trend analysis from Exit and Stay Interviews.

Mentoring Program Logs & Feedback: Mentor/mentee meeting logs, coaching cycle tracking data, and participant growth surveys.

Employee Climate & Culture Survey: Annual district climate survey results regarding staff satisfaction, administrative support, and intent to stay.

Teacher Certification & Placement Records: SBEC/TEA certification compliance data, including the reduction in uncertified or Associate/DOI placements.

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:** Increases in teacher retention rates and positive staff climate and culture survey scores.

**Staff Responsible for Monitoring:** Administration  
Human Resources

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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:** Increases in staff climate and culture survey scores and teacher retention rates.

**Staff Responsible for Monitoring:** Administration  
Human Resources

### Formative Reviews

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## Performance Objective 3

Develop and implement a performance management system for all employee groups to ensure high quality staff to reach identified outcomes.

**Evaluation Data Source:** Supervisor Calibration & Training Data: Attendance, completion records, and assessment/calibration check results from supervisor performance management training.

Employee Evaluation & Growth Rubric Data: Aggregated evaluation results, rating distributions, and documented growth goal achievement by employee classification.

Employee Feedback & System Perception Surveys: Survey data from supervisors and staff evaluating the clarity, fairness, and effectiveness of the performance management framework.

Retention & HR Action Tracking Records: Data on personnel retention rates, teacher development plans/growth plans, and career progression/promotional pathways.

## 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:** Increases in T-TESS dimension scores, instructional walkthrough data scores, and STAAR EOC scores.

**Staff Responsible for Monitoring:** Administration  
ILT  
Human Resources

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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 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:** MAP

STAAR

TELPAS

CIA

### Strategy 1

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:** Increases in Special Education IEP goal-mastery rates and STAAR EOC passing scores.

**Staff Responsible for Monitoring:** Administration  
Special Education Teachers

**Title I:** 2.5.3

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### Strategy 2

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

**Strategy's Expected Result/Impact:** Increases in STAAR EOC scores, Accelerated programming participation rates, and NWEA MAP growth scores.

**Staff Responsible for Monitoring:** Administration  
Instructional Coaches  
GT Teachers

**Title I:** 2.5.2

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Strategy 3

Utilize Resource and TIA Caseload student data trackers to monitor individual student progress, adjust targeted interventions, and address campus Special Education accountability targets.

**Strategy's Expected Result/Impact:** Increases in Special Education IEP goal-mastery rates, STAAR EOC passing scores, NWEA MAP Growth and Common Interim Assessment (CIA) proficiency growth.

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Performance Objective 2

Continue to refine and enhance Tier I instruction in support of learning framework and the RISD instructional priorities.

**Evaluation Data Source:** State Assessment  
Walk Thru forms  
CIA data

Strategy 1

Address and increase STAAR/EOC performance in targeted subjects--targeting 58% Meets or higher on 8th Grade Math STAAR, 64% Meets or higher on Algebra I EOC, and 70% Meets or higher on 7th Grade Reading STAAR--by utilizing student data trackers to monitor mastery and deliver aligned intervention and enrichment opportunities.

**Strategy's Expected Result/Impact:** Increases in STAAR EOC scores, NWEA MAP growth scores, Common Interim Assessment (CIA) proficiency growth, and overall course grades.

**Staff Responsible for Monitoring:** Administration  
Instructional Coaches  
Classroom Teachers

**Title I:** 2.5.2

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## Strategy 2

Implement High-Quality Instructional Materials (HQIM) in Grades 7-Algebra I mathematics, supported by continuous, differentiated training for all campus staff aligned to the Learner Framework through district-wide professional development days, campus site team support, professional learning communities (PLCs), and curriculum pull-out days.

**Strategy's Expected Result/Impact:** Increases in instructional walkthrough data scores, NWEA MAP math growth scores, Common Interim Assessment (CIA) proficiency growth, and STAAR EOC scores.

**Staff Responsible for Monitoring:** Administration  
Instructional Coaches  
Classroom Teachers

**Title I:** 2.5.1, 2.5.2

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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:** Increases in instructional walkthrough data scores, NWEA MAP math scores, and STAAR EOC scores.

**Staff Responsible for Monitoring:** Administration  
Instructional Coaches  
Classroom Teachers

**Title I:** 2.5.1, 2.5.2

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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: 7th grade Pre-Algebra, and Algebra I.

**Strategy's Expected Result/Impact:** Increases in PLC fidelity rates, Common Interim Assessment (CIA) proficiency growth, and STAAR EOC scores.

**Staff Responsible for Monitoring:** Administration  
Instructional Coaches  
Classroom Teachers

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Strategy 5

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

**Strategy's Expected Result/Impact:** Increases in STAAR EOC scores, NWEA MAP growth scores, and PLC fidelity rates.

**Staff Responsible for Monitoring:** Administration  
Instructional Coaches  
Classroom Teachers

**Title I:** 2.5.3

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Strategy 6

Provide targeted support and monitor instructional practices to ensure an effective transition to the traditional schedule, with a focus on pacing, lesson design, and maximizing instructional time.

**Strategy's Expected Result/Impact:** Increases in instructional walkthrough data scores, STAAR EOC scores, and NWEA MAP growth scores.

**Staff Responsible for Monitoring:** Administration  
Instructional Coaches  
Classroom Teachers

**Title I:** 2.5.2

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Performance Objective 3

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

**Evaluation Data Source:** Increased student enrollment  
Increased engaging expereinces  
Increased neighborhood community engagement

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:** Increases in instructional walkthrough data scores, student engagement rates, and NWEA MAP growth scores.

**Staff Responsible for Monitoring:** Administration  
Classroom Teachers

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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 through district-wide professional development days, campus site team support, professional learning communities (PLCs), and curriculum pull-out days.

**Strategy's Expected Result/Impact:** Increases in instructional walkthrough data scores, NWEA MAP growth scores, STAAR EOC scores, and student engagement rates.

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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:** Increases in parent engagement rates and positive community climate survey scores.

**Staff Responsible for Monitoring:** Administration  
ILT

**Title I:** 2.5.3

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### Performance Objective 4

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 rate

#### Strategy 1

Achieve a campus-wide attendance target of 96% Average Daily Attendance (ADA) by celebrating weekly perfect attendance, implementing student incentive programs, holding weekly attendance committee meetings to review real-time attendance data, and creating targeted support plans for chronically absent students.

**Strategy's Expected Result/Impact:** Increases in attendance rates (ADA), student participation rates, and overall course grades, alongside decreases in chronic absenteeism rates.

**Staff Responsible for Monitoring:** Administration  
Counselors  
Attendance Committee

**Title I:** 2.5.3

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#### Strategy 2

Support district college and career readiness by regularly reviewing student dropout tracking data, embedding Math TSIA2 preparation and testing, and implementing targeted academic supports to earn a TEA Distinction Designation in Postsecondary Readiness.

**Strategy's Expected Result/Impact:** Increases in TSIA2 qualification rates, NWEA MAP math growth scores, and STAAR EOC scores, alongside decreases in chronic absenteeism rates.

**Staff Responsible for Monitoring:** Administration  
Attendance Committee  
Classroom Teachers

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Strategy 3

Ensure AVID students are prepared for high school and CCMR pathways by facilitating targeted AVID tutorials, conducting bi-weekly progress monitoring, embedding TSIA2 preparation and testing within the AVID elective course, and creating four-year high school graduation plans.

**Strategy's Expected Result/Impact:** Increases in AVID student participation in advanced and accelerated courses, TSIA2 qualification rates, NWEA MAP growth scores, and overall course grades.

**Staff Responsible for Monitoring:** Administration  
Counselors  
AVID Teachers  
Classroom Teachers

**Title I:** 2.5.1

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Strategy 4

Maintain and monitor systems to track student leavers and progress toward graduation, to identify students who are credit deficient or have an unacceptable leaver code and implement timely interventions to keep students on track for graduation.

**Strategy's Expected Result/Impact:** Increases in student attendance rates and overall course grades, alongside decreases in chronic absenteeism rates, course failure numbers, and student dropouts.

**Staff Responsible for Monitoring:** Administration  
Counselors  
Attendance Committee  
Classroom Teachers

**Title I:** 2.5.1

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Strategy 5

Expand student access to career inspiration, exploration, and discovery through meaningful real-world learning experiences and exposure to a variety of career pathways, including BizTown career exploration for all 7th-grade students.

**Strategy's Expected Result/Impact:** Increases in student participation rates, student climate and culture survey scores, and overall course grades.

**Staff Responsible for Monitoring:** Administration  
Counselors  
Instructional Coaches  
CTE Teachers

**Title I:** 2.5.1

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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 district's North Star Goal and provide additional opportunities and experiences for students and staff.

### Evaluation Data Source:

Schedule of hosted district and campus events that support Community and business/organization engagement, event evaluations, and district partner survey 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:** Increases in parent engagement rates and positive campus climate survey scores.

**Staff Responsible for Monitoring:** Administration

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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 reports and data analytics

### 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:** Increases in parent engagement rates and favorable campus climate and culture survey scores.

**Staff Responsible for Monitoring:** Administration

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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:** Increases in parent engagement rates and positive campus climate survey scores.

**Staff Responsible for Monitoring:** Administration  
RISD Insider

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### Performance Objective 3

Create and adopt 2027 Legislative Priorities.

**Evaluation Data Source:** Priorities adopted and communicated with community and legislators.

### Performance Objective 4

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

**Evaluation Data Source:** Completion of campus Growth Goal camps, implementation and evaluation of district and campus communication plan. Parent Survey Feedback.

### 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:** Increases in NWEA MAP growth scores, parent engagement rates, student attendance rates, and overall course grades.

**Staff Responsible for Monitoring:** Administration  
Classroom Teachers  
Title 1 Liaison  
RISD Insider

**Title I:** 2.5.1, 2.5.3

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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:** Increases in staff administrative compliance and operational audit ratings.

**Staff Responsible for Monitoring:** Administration  
Executive Assistant

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### Strategy 2

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

**Strategy's Expected Result/Impact:** Increases in facility sustainability metrics and operational resource efficiency.

**Staff Responsible for Monitoring:** Administration

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## Performance Objective 2

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

**Evaluation Data Source:** Stakeholder feedback  
Audit and assessment results  
Campus walk though feedback  
Transportation Department data

**Strategy 1**

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

**Strategy's Expected Result/Impact:** Increases in parent engagement rates

**Staff Responsible for Monitoring:** Administration  
Classroom Teachers  
Staff  
Student Services

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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:** Increases in campus safety climate survey scores and student participation rates during emergency drills.

**Staff Responsible for Monitoring:** Administration  
Classroom Teachers

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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:** Increases in campus safety climate survey scores and emergency protocol compliance rates.

**Staff Responsible for Monitoring:** Administration  
Classroom Teachers

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Performance Objective 3

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

Evaluation Data Source: Expect a 95% or better positive response on the district climate survey.

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: Increases in instructional walkthrough data scores, student participation rates, and NWEA MAP growth scores.

Staff Responsible for Monitoring: Administration  
Instructional Specialists  
Campus Technology Representative

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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: Increases in staff and community climate and culture survey scores regarding facility environment.

Staff Responsible for Monitoring: Administration  
District Office Personnel

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