

Richardson Independent School District



White Rock Elementary

2026-2027 Campus Improvement Plan

Mission Statement

The mission of WRE is to prepare each student for a bright and successful future as a lifelong learner by providing an excellent academic environment where equity, diversity, and inclusion are celebrated and valued.

Vision

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

Value Statement

To ensure the academic and overall success for all students who attend White Rock Elementary, we believe...

- In creating a safe and inclusive learning environment that empowers every student to take risks, be creative, find acceptance, and grow.
- That a high-quality education is an effective tool that can prepare every student for life after high school, including important academic and life skills.
- Every student at WRE will have the capability and desire to learn and rise to the level of expectations for individual success.
- That all students and staff members are capable of academic growth and can meet or exceed their unique growth goals each year.

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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: Students will update portfolios with artifacts aligned to growth in both goal areas a minimum of 4 times
Increased staff accountability for monitoring student goal progress
Improved instructional practices driven by data and reflection
Higher levels of student achievement aligned to North Star Goal targets

Staff Responsible for Monitoring: Administration
Instructional Coach
Campus Leadership Team

TEA Priorities: Build a foundation of reading and math

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

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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: At least 95% of students complete MAP testing three times per year
Improved instructional practices driven by data and reflection
Higher levels of student achievement aligned to North Star Goal targets

Staff Responsible for Monitoring: Administration
Instructional Coach
Campus Leadership Team

TEA Priorities: Build a foundation of reading and math

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

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Strategy 3

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: All students set and track goals and post artifacts that align to goals
Increased parent awareness of goals and student progress
Higher percentage of student goal attainment

Staff Responsible for Monitoring: Administration
Instructional Coach
Campus Leadership Team
iTeam
Teachers

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 2

100% of staff will meet North Star Goal expectations

Evaluation Data Source: TTESS and staff evaluation 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: Increased staff accountability for goal progress
Consistent evidence of professional growth leading to improved instructional practices and student achievement
Increased performance on staff evaluation data

Staff Responsible for Monitoring: Administration
Campus Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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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. (All training provided by iTeam.)

Strategy's Expected Result/Impact: Increased staff accountability for goal progress
Consistent evidence of professional growth leading to improved instructional practices and student achievement
Increased performance on staff evaluation data

Staff Responsible for Monitoring: Administration
Campus Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Provide designated collaborative time during vertical team meetings and campus professional development days every 9 weeks for staff to update their professional portfolios and analyze peer goal-attainment evidence in Schoology.

Strategy's Expected Result/Impact: Increased staff accountability for goal progress
Consistent evidence of professional growth leading to improved instructional practices and student achievement
Increased performance on staff evaluation data

Staff Responsible for Monitoring: Administration
Instructional Coach
Campus Leadership Team
Campus Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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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
Attendance data
Student Performance

Strategy 1

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

Strategy's Expected Result/Impact: Decreased teacher managed discipline issues
Increased clarity on Tier 1 behavior structures
Increased positive culture/climate

Staff Responsible for Monitoring: Administration
Campus Leadership Team
MTSS Behavior Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, 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: Increased outcomes for Tier 2 students
Increased rate of student responsiveness to Tier 2, resulting in a timely transition to less intensive supports
Increased rate of student responsiveness to Tier 2, resulting in fewer students moving to more intensive supports
Increase in student engagement

Staff Responsible for Monitoring: Administration
MTSS Behavior Team

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 3

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

Strategy's Expected Result/Impact: Increased student and staff awareness and understanding of Code of Civility expectations
Improved consistency in behavior expectations and responses across campuses
Enhanced positive school climate and sense of belonging for students and staff
Reduction in behavior incidents through proactive and visible reinforcement of expectations
Stronger alignment of school, extracurricular, and community messaging around respectful behavior

Staff Responsible for Monitoring: Administration
Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 4

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

Evaluation Data Source: Student performance data
STAAR data
MAP data

Strategy 1

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

Strategy's Expected Result/Impact: Improve percentage of students who previously DNP STAAR by at least 5%.

Improve percentage of students in KG and 1st as on grade level reading as measured by mClass screener by at least 5%.

Improved campus accountability rating from 93 to 94.

Staff Responsible for Monitoring: Campus Administrators

Instructional Coach

Campus Leadership Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4:

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

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Strategy 2

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

Strategy's Expected Result/Impact: Increased fidelity of Intervention systems

Increased student performance

Increased implementation of HQIM

Staff Responsible for Monitoring: Administration

Instructional Coach

Campus Leadership Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4:

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

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Strategy 3

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

Minds.

Strategy's Expected Result/Impact: Improved student performance in STAAR and MAP
Improved attendance rates
Decreased behavior incidents and office referrals

Staff Responsible for Monitoring: Administration
Instructional Coach
Campus Leadership Team

TEA Priorities: Build a foundation of reading and math

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

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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: Character education programs (Project Wisdom)
Trauma Informed Care training
Safer Minds, Safer Schools training
Campus counseling services data

Strategy 1

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

Strategy's Expected Result/Impact: Increased direct student services
Increased student outcomes

Staff Responsible for Monitoring: Administration
Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, 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: Increased character education training
Streamlined programming for character education between Counseling & Social Studies

Staff Responsible for Monitoring: Administration
Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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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: Informed staff members will recognize signs of mental health concerns and seek help for those students
Increase response to students with mental health concerns

Staff Responsible for Monitoring: Administration
Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Performance Objective 6

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

Evaluation Data Source: Too Good for Drugs curriculum and lessons
Campus Emergency Response Team results
Campus Threat Assessment data
Campus culture/climate surveys
Safety drill data

Strategy 1

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

Strategy's Expected Result/Impact: Students will have an increased understanding of the harmful effects of illegal substances.

Students are equipped with refusal skills.

Data collection will allow us to see the outcomes of this program for future evaluation and decision making regarding other student needs.

Staff Responsible for Monitoring: Administration
Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 2

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

Strategy's Expected Result/Impact: Improved AED and round table drills
Faster response times to emergencies

Staff Responsible for Monitoring: Administration
Campus Nurse
Campus Emergency Response Team (ERT)

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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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: Completed training for CTAT
Decreased threat assessments
Improved threat assessment data

Staff Responsible for Monitoring: Administration
Campus Threat Assessment Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 4

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

Strategy's Expected Result/Impact: Improved student transitions between WRE and DAEP
Decreased office referrals/behavior incidents for students assigned to DAEP

Staff Responsible for Monitoring: Administration
Campus Leadership Team
Counselors

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Goal 2

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

Performance Objective 1

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

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: Improved quality of campus-based professional development
Targeted professional learning experiences for staff

Staff Responsible for Monitoring: Administrators
Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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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: Improved quality of professional development based on campus needs
Better staff understanding of the Learner Growth Experience in RISD
Improved student outcomes in academic and behavioral data

Staff Responsible for Monitoring: Administrators
Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: Staff turnover rates
Campus culture/climate survey

Strategy 1

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

Strategy's Expected Result/Impact: Increased teacher retention
Increased teacher confidence and effectiveness
Improved campus culture/climate
Improved instructional support for teachers

Staff Responsible for Monitoring: Administrators
Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, 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 campus climate survey results
Improved culture/climate and teacher morale
Improved parent survey results

Staff Responsible for Monitoring: Administrators
Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: Walkthrough data
Evaluation and TTESS data

Strategy 1

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

Strategy's Expected Result/Impact: Increased walkthroughs
Improved feedback on walkthroughs and evaluations
Increased teacher effectiveness and individualized support
Improved campus culture/climate

Staff Responsible for Monitoring: Administrators
Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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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: CLI (Circle) assessment
MAP data

Strategy 1

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

Strategy's Expected Result/Impact: Improved Circle assessment data from BOY to EOY
Increased targeted small groups
Improved quality of small group instruction
Pre-K teachers will implement evidence-based instructional strategies aligned to the Texas Pre-K Guidelines to increase kindergarten readiness rates.

Staff Responsible for Monitoring: Administration
Campus Leadership Team
PreK Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

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Strategy 2

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: Increase CLI Engage (Circle) letter recognition and numeracy data by at least 4%
Increased scores on walkthrough data with PreK team
Quality PLC and planning meetings
Improved feedback on instruction for PreK teachers based on walkthroughs and evaluations

Staff Responsible for Monitoring: Administration
Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

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Strategy 3

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

Strategy's Expected Result/Impact: Improved phonics instruction in PK-2nd grade classrooms
Increased student in performance on RLA in grade 3 - STAAR and MAP
Increased teacher capacity for phonics instruction in PK-2nd
Increase reading fluency for higher comprehension in PK-2nd

Staff Responsible for Monitoring: Administration
Campus Leadership Team
Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

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Strategy 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: Improved fact fluency in multiplication and division for 3rd graders
Increased 3rd grade math scores in STAAR and MAP
Increased automaticity and number sense in PK-5

Staff Responsible for Monitoring: Administration
Campus Leadership Team
Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

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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.

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: Improved TELPAS results
Increased number of students exiting from TELPAS
Improved STAAR and MAP scores

Staff Responsible for Monitoring: Administration
Language Acquisition Teacher (LAT)
Campus Leadership Team
Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: Increased usage and effectiveness of Data Dashboards for special education documentation
Improved special education instruction and support for students
Improved assessment scores for special education students in MAP, TELPAS, and STAAR (including STAAR Alt 2)

Staff Responsible for Monitoring: Administration
Campus Leadership Team
Campus Special Education Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

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

Strategy's Expected Result/Impact: Improved instruction and outcomes for gifted and talented (GT) students
Increased growth for GT students on assessment data - MAP and STAAR

Staff Responsible for Monitoring: Administration
Campus Leadership Team
Instructional Coach
Advanced Learning Teacher (ALT) - GT teacher
Enrichment Specialist (part-time PTA paid position)

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Ensure differentiation and quality intervention instruction are used to address special education accountability targets.

Strategy's Expected Result/Impact: Improved assessment scores for students served in special education
Improved evaluation and walkthrough scores for teachers serving students in special education
Increased growth in academics and life skills for students in special education

Staff Responsible for Monitoring: Administration
Campus Leadership Team
Special Education Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

Improve special education academic growth using TEKS-aligned materials and targeted interventions.

Strategy's Expected Result/Impact: Increased special education student proficiency and growth on STAAR assessments
Reduction in the performance gap between special education and general education peers

Staff Responsible for Monitoring: Administration
Campus Leadership Team
Special Education Team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

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

Evaluation Data Source: State assessment data
Walkthrough and evaluation data
CIA and MAP assessment data

Strategy 1

The percent of students in 3rd grade who score at the meets level or above on STAAR Reading will increase from 68% to 69% or above.

Strategy's Expected Result/Impact: Improved 3rd grade STAAR reading scores

Staff Responsible for Monitoring: Administration
Campus Leadership Team
Instructional Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

The percent of students in 3rd grade who score at the meets level or above on STAAR Math will increase from 63% to 64% or above.

Strategy's Expected Result/Impact: Improved 3rd grade STAAR Math scores

Staff Responsible for Monitoring: Administration
Campus Leadership Team
Instructional Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

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

Strategy's Expected Result/Impact: Increased student success by at least 5% on STAAR at the meets level for 3rd-5th reading.
Increased alignment of instruction with teachers maintaining pacing within a five-day window.

Staff Responsible for Monitoring: Administration
Campus Leadership Team
Instructional Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

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

Strategy's Expected Result/Impact: Improved lesson delivery, tightly aligned standards-based instruction, and increased teacher capacity to execute high-quality core curriculum.
Increased STAAR and MAP scores.

Staff Responsible for Monitoring: Administration
Campus Leadership Team
Instructional Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

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: Improved quality of weekly data meetings
Improved teacher understanding and implementation of weekly data meetings and using the data to drive instruction and planning

Staff Responsible for Monitoring: Administration
Campus Leadership Team
Instructional Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

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

Strategy's Expected Result/Impact: Improved instructional coaching practices for principal and campus administration

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

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Strategy 7

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

Strategy's Expected Result/Impact: Improved administrator understanding of state accountability rating system
Improved administrator understanding of campus data and how to effectively use data to coach teachers in instructional planning

Staff Responsible for Monitoring: Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

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

Evaluation Data Source: Increased student enrollment
Increased engaging experiences
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: iTeam support that focuses on best practices aligned with the learning framework and academic outcomes.
Ongoing professional learning targeted towards specific roles in a year-long cohort model that facilitates learning with technology in support of the Learning Framework.
Improved awareness of productive screen time use aligned to learning outcomes.
Improved quality of productive screen time while less screen time is given for unproductive usage.

Staff Responsible for Monitoring: Administration
Campus Leadership Team
Instructional Coach
iTeam support

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

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

Strategy's Expected Result/Impact: Implement new college and career fair on campus
Implement new clubs for after-school enrichment
Continued enrichment experiences such as garden lessons, STEM lab, meaningful field trips, and other types of experiences

Staff Responsible for Monitoring: Administration
Part-time Enrichment Specialist
Campus Leadership Team
Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

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

Strategy's Expected Result/Impact: Improved student experiences involving specialized academic programming
Implementation of new campus events that spotlight student artifacts and success
Improved communication about academic programming to parents and community members
Improved usage of campus social media accounts

Staff Responsible for Monitoring: Administration
Campus Leadership Team

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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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 rate
Campus events and parent feedback

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. This includes Career Exploration through Biztown for 5th graders and implementation of a new college/career fair on campus for all students.

Strategy's Expected Result/Impact: BizTown field trip experience offered to all 5th grade students
Campus implementation of new college/career fair
Improved implementation of campus STEM lab through part-time enrichment specialist
Participation in elementary district robotics competition
Implementation of new after-school clubs for additional enrichment opportunities

Staff Responsible for Monitoring: Administration
Counselors
Campus Leadership Team
Part-time enrichment specialist (PTA paid position)
Campus teachers

TEA Priorities: Connect high school to career and college

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

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Strategy 2

Monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance rate of 96.29% or higher (increase from 25-26 attendance rate of 95.79%).

Strategy's Expected Result/Impact: Improved attendance
Decreased chronic absenteeism
Improved parent communication regarding absences and attendance

Staff Responsible for Monitoring: Administration
Counselors
Campus Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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

Performance Objective 1

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

Evaluation Data Source: Principal of the Day via district
Parent survey data

Strategy 1

Participate in RISD Strategy and Engagement "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: Increased business and community partners

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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Performance Objective 2

Implement ParentSquare as district's new mass communications tool and increase contactability for parents.

Evaluation Data Source: ParentSquare usage data

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 monitoring ParentSquare delivery reports weekly to confirm all families are receiving the newsletter.

Strategy's Expected Result/Impact: Increased parent engagement with ParentSquare.
Improved parent communication from campus.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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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: Increased parent engagement.
Improved parent communication from campus.

Staff Responsible for Monitoring: Principal and Administration
Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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Performance Objective 3

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

Evaluation Data Source: Student growth goal data
Accountability and assessment data
Parent climate survey

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: Student growth goal attainment
Improved parent survey data

Staff Responsible for Monitoring: Administration
Campus Leadership Team
i-team support
Instructional Coach
Classroom teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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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 financial data
PTA disbursements information and outcomes

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: Decreased unnecessary spending
Improved communication to all staff on budget and campus finances
Improved spending practices
Improved administrator understanding of campus budget and resources

Staff Responsible for Monitoring: Principal
Executive Assistant

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 2

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

Strategy's Expected Result/Impact: Lower overall energy consumption on campus

Staff Responsible for Monitoring: Principal
Executive Assistant

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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Performance Objective 2

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

Evaluation Data Source: Staff climate survey data
Energy consumption data
Campus safety drill and training data

Strategy 1

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

Strategy's Expected Result/Impact: Improved parent communication about safety awareness

Staff Responsible for Monitoring: Administration
Campus Safety Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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Strategy 2

Conduct Safety Week at the beginning of the year to practice Standard Response Protocols (safety drills) - evacuate, hold, lockdown, shelter and secure.

Strategy's Expected Result/Impact: Improved student and staff awareness over SRP
Improved parent communication regarding SRP
Improved parent understanding of safety protocols and drills.

Staff Responsible for Monitoring: Administration
Campus Safety Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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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: Improved student and staff awareness over SRP
Improved parent communication regarding SRP
Improved parent understanding of safety protocols and drills.

Staff Responsible for Monitoring: Administration
Campus Safety Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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Performance Objective 3

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

Evaluation Data Source: District climate survey
Technology incident and discipline data

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: 1:1 student to device ratio
Digital Citizenship Lessons complete
Improved appropriate technology usage
Decreased discipline incidents regarding technology

Staff Responsible for Monitoring: Administration
i-team support
Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations			
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Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: Financial data
 Data on Bond 2025 usage, implementation, and expenditures

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: Smooth execution of campus updates to technology or resources as part of Bond 2025 implementation

Staff Responsible for Monitoring: Administration
i-team support

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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