

Richardson Independent School District



Yale Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Every student, teacher, and leader will meet or exceed their academic growth goals.

Vision

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

Value Statement

To ensure the academic success of for all students, we believe...

- In creating a safe learning environment that empowers every student at Yale to take risks, be creative, find acceptance and grow.
- That education is an effective tool that can prepare every student in Yale for life after high school, including teaching life skills.
- Every student at Yale will have the capability and desire to learn and rise to the level of expectations for individual success.

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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.

Strategy 1

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

Strategy's Expected Result/Impact: Increased student ownership of learning, improved academic achievement across core subjects, higher percentage of students meeting or exceeding North Star Goal growth targets, and enhanced self-advocacy and life-readiness skills through regular reflection and tracking.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Classroom Teachers, and Grade-Level Lead Teachers.

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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: Timely identification of baseline student achievement and growth trajectories, allowing for targeted instructional interventions, data-driven tiering, and accurate tracking toward campus North Star growth targets.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and Math/Reading Teachers.

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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: Increased student ownership of learning, improved academic self-advocacy, regular tracking of academic growth, and routine digital portfolio reflection across all grade levels.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, iTeam Members, and Classroom Teachers.

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Performance Objective 2

100% of staff will meet North Star Goal expectations

Evaluation Data Source: Administrator walk-throughs, formal T-TESS observation data, mid-year and end-of-year goal check-in records, staff North Star Goal tracking sheets, and professional development completion records.

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: Improved instructional practices, alignment with district T-TESS priorities, continuous professional growth, and documented evidence of staff meeting annual growth expectations.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and Department/Grade-Level Chairs.

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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: Teachers will use Schoology to set clear instructional goals, monitor progress, and reflect on evidence each quarter. By the end of the year, each teacher will have four Portfolio artifacts documenting instructional adjustments and student growth.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and iTeam Members

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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: Each nine weeks, staff will document progress toward their professional goals in Schoology and examine peer evidence during designated collaborative time. Teachers will use the feedback to refine their practices and strengthen instructional alignment across grade levels.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, and Grade-Level/Vertical Team Leads

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Performance Objective 3

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

Evaluation Data Source: MTSS behavior tracking logs, Office Discipline Referrals, Counselor Check-in logs, Emergent Tree logs.

Strategy 1

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan.
Add strategy(s) on what this will look like.

Strategy's Expected Result/Impact: Reduction in classroom disruptions and Tier II/III behavior referrals, increased instructional time, improved campus climate, and consistent school-wide implementation of positive discipline management practices (Emergent Tree).

Staff Responsible for Monitoring: Campus Administrators, MTSS Committee/Team, Counselor, and Classroom Teachers.

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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: Earlier identification of Tier 2 behavioral needs, increased implementation of targeted behavior interventions, improved student behavior outcomes, and reduced progression to Tier 3 discipline referrals.

Staff Responsible for Monitoring: Campus Administrators, MTSS Committee/Behavior Team, Counselor, and Student Support Personnel.

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Strategy 3

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

Strategy's Expected Result/Impact: 100% of campus instructional and common spaces will display Code of Civility visual messaging by Q1. Implementation will lead to a 15% reduction in Tier 1 classroom discipline referrals, a 20% increase in positive campus climate survey metrics regarding behavioral consistency, and 100% compliance during quarterly administrative walk-through audits.

Staff Responsible for Monitoring: Campus Administrators, MTSS/Behavior Leadership Team, School Counselor, and Department/Grade-Level Chairs.

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Performance Objective 4

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

Evaluation Data Source: MAP Growth assessment results (BOY/MOY/EOY), MTSS academic tracking logs, Branching Minds data, mCLASS reading fluency data, and common formative assessment (CFA) tracking sheets.

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: Accelerated academic growth and narrowed achievement gaps for at-risk student populations, with 100% of identified students receiving targeted Tier 2/3 interventions, resulting in increased STAAR performance levels and progress toward campus North Star growth targets.

Staff Responsible for Monitoring: Campus Administrators, MTSS Academic Team, Instructional Coaches, Intervention Specialists, and Classroom Teachers

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Strategy 2

STAAR and MAP assessment data indicate that at-risk student groups (including economically disadvantaged, Emerging Bilingual, and Special Education students) perform significantly lower on core grade-level reading and math TEKS than non-at-risk peers.

Strategy's Expected Result/Impact: Accelerated academic growth and narrowed achievement gaps for at-risk student populations, with 100% of identified students receiving targeted Tier 2/3 interventions, resulting in increased STAAR performance levels and progress toward campus North Star growth targets.

Staff Responsible for Monitoring: Campus Administrators, MTSS Academic Team, Instructional Coaches, Classroom Teachers

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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: Early identification of at-risk academic and behavioral trends, regular tracking of intervention fidelity, timely tier adjustments, and measurable progress toward closing student achievement and attendance gaps.

Staff Responsible for Monitoring: Campus Administrators, MTSS Committee/Team, Counselor, Instructional Coaches, and Grade-Level Lead Teachers

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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: Counseling program lesson logs, counseling student check-in records, discipline referral reports, campus climate

Strategy 1

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

Strategy's Expected Result/Impact: 100% compliance with TEC mandate requiring at least 80% of counselor time dedicated to direct student services, leading to increased student access to counseling supports, improved social-emotional wellness, and decreased behavioral disruptions

Staff Responsible for Monitoring: Campus Administrators, Lead Counselor, and Counseling Services Department.

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Strategy 2

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

Strategy's Expected Result/Impact: Integration of daily Project Wisdom messaging and character education lessons in Social Studies classes, resulting in improved campus culture, increased positive student behavior, and reduced discipline referrals.

Staff Responsible for Monitoring: Campus Administrators, Lead Counselor, and Social Studies Department Chairs

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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: campus staff trained in Safer Minds, Safer Schools protocols, resulting in increased staff capacity to identify and respond to student mental health/wellness needs

Staff Responsible for Monitoring: Campus Administrators, Lead Counselor, and Campus Safety

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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: School health clinic visit and intervention logs, annual FitnessGram physical assessment results, student attendance and chronic absenteeism reports, counseling/wellness check-in records, and student/staff health and wellness survey metrics.

Strategy 1

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

Strategy's Expected Result/Impact: 100% of 4th and 5th grade students will complete the Too Good for Drugs curriculum, resulting in increased decision-making and peer refusal skills, improved positive behavioral choices, and a reduction in discipline referrals.

Staff Responsible for Monitoring: Campus Administrators, Lead Counselor, and 4th & 5th Grade Teachers.

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Strategy 2

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

Strategy's Expected Result/Impact: 100% completion of the fall ERT round table drill and February all-campus AED drill, ensuring staff preparedness, response efficiency, and emergency compliance to support campus safety and wellness.

Staff Responsible for Monitoring: Campus Administrators, Campus Emergency Response Team (ERT) Lead, School Nurse, and Safety Committee.

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Strategy 3

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

Strategy's Expected Result/Impact: 100% of designated team members will complete state-mandated training

Staff Responsible for Monitoring: Campus Administrators, Lead Counselors, Admin Team

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Strategy 4

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

Strategy's Expected Result/Impact: 100% of 6th grade students will receive Sandy Hook Promise suicide prevention instruction, leading to increased awareness of mental health warning signs, enhanced peer support and reporting, and timely access to counseling resources.

Staff Responsible for Monitoring: Campus Administrators, Lead Counselor, and 6th Grade Teachers.

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Strategy 5

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

Strategy's Expected Result/Impact: 100% of DAEP-placed students will receive targeted wraparound transition plans and case management support, leading to successful campus reintegration, improved behavior/attendance monitoring, and reduced recidivism rates.

Staff Responsible for Monitoring: Campus Administrators, Lead Counselor, Grade Level Lead

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Goal 2

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

Performance Objective 1

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

Strategy 1

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

Strategy's Expected Result/Impact: Teachers will apply targeted practices more consistently, demonstrate progress on their growth goals, and adjust instruction in response to student learning evidence.

Staff Responsible for Monitoring: Campus Administrators, Campus Coaches

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Strategy 2

Utilize campus wide professional development days to support and train teachers on the Learner Growth Experience.

Strategy's Expected Result/Impact: Teachers will demonstrate a shared understanding of the Learner Growth Experience and increasingly use its practices in lesson planning and instruction, as evidenced by learning walks and student work.

Staff Responsible for Monitoring: Campus Administrators and ILT

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: Annual staff retention and turnover data compared with the prior year; retention of teachers meeting performance expectations; climate survey results and action-plan progress.

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: Campus leaders will identify recurring reasons staff stay or leave and make targeted changes that improve staff experience and support retention.

Staff Responsible for Monitoring: Administrators

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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: Staff feedback will lead to specific, visible improvements in the identified areas, with stronger results on the next climate survey.

Staff Responsible for Monitoring: Administrators, Teacher Leaders, and Instructional Leadership Team

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: Staff goals and documented action steps; observation and feedback records; coaching-cycle documentation; progress reviews; evidence of changes in instructional practice and student learning.

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: Staff will receive actionable feedback and demonstrate progress toward their goals, with stronger instructional practices reflected in observation evidence and student learning data.

Staff Responsible for Monitoring: Campus Leadership Team, Administrators

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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: Pre-K CLI Engage beginning-, middle-, and end-of-year results; K-2 foundational literacy and math assessment results (MClass); lesson plans; learning-walk data; student work; and coaching documentation.

Strategy 1

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

Strategy's Expected Result/Impact: Students will receive targeted practice during Tier 1 instruction, and teachers will use student responses to adjust subsequent lessons.

Staff Responsible for Monitoring: Pre-K teachers; instructional coach; campus administrators.

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Strategy 2

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

Strategy's Expected Result/Impact: Pre-K instruction will become more responsive to student needs, contributing to the stated 4% annual increase in end-of-year CLI Engage letter recognition and numeracy results.

Staff Responsible for Monitoring: Campus administrators; instructional coach; Pre-K teachers.

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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: Pre-K-2 teachers; instructional coach; campus administrators.

Staff Responsible for Monitoring: Students will strengthen the grade-appropriate skills needed for decoding and early reading, as measured by foundational literacy assessments and classroom work.

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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: Pre-K-2 teachers; instructional coach; campus administrators.

Staff Responsible for Monitoring: Students will show growth in number sense and computation on classroom and district math assessments.

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Performance Objective 2

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

Evaluation Data Source: NWEA MAP data, IEP Progress Reports, CIA Data

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: Teachers will use language-development strategies and progress-monitoring data to adjust instruction and interventions. Multilingual learners will make progress toward their identified language and academic outcome targets.

Staff Responsible for Monitoring: Teachers, Campus Administrators, Instructional Coach

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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: Quarterly reviews will identify gaps in documentation and student progress early enough for teachers and leaders to adjust instruction and support. Students receiving special education services will make progress toward their IEP goals and identified outcome targets.

Staff Responsible for Monitoring: Campus administrators; special education teachers; special education instructional support staff.

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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: Gifted and talented students will have consistent opportunities for appropriate challenge and demonstrate growth through student work and identified outcome measures.

Staff Responsible for Monitoring: Classroom teachers; GT specialist or campus GT lead; campus administrators.

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Strategy 4

General education and special education teachers will collaboratively plan grade-level reading and math instruction for students receiving special education services, including required accommodations, explicit instruction, and targeted small-group support. Teams will review student work and assessment data at least every nine weeks to adjust instruction and interventions, with focused attention on grades 3 and 6.

Strategy's Expected Result/Impact: Students receiving special education services will demonstrate stronger growth in grade-level reading and math. By the 2027 STAAR administration, the percentage reaching Meets or above across all tested subjects will increase from 35% to at least 40%, while the percentage meeting the standard in both reading and math will increase from 28% to at least 33%.

Staff Responsible for Monitoring: Campus administrators; special education team; classroom teachers.

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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: STAAR results, including 3rd grade Reading and Math; MAP Growth and district assessment data

Strategy 1

Third grade teachers will use weekly PLCs to analyze STAAR-aligned assessment data and student work, plan grade-level Reading and Math instruction using district materials, and adjust instruction and targeted support based on student progress. The proposed 2027 goals are 60% at Meets or above in Reading and 55% in Math, pending confirmation of the BOT targets.

Strategy's Expected Result/Impact: The percentage of third-grade students reaching Meets or above on STAAR will increase from 50% to 60% in Reading and from 43% to 55% in Math.

Staff Responsible for Monitoring: Third-grade teachers, instructional coach, and campus administrators.

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Strategy 2

K-5 teachers will use district math HQIM for daily grade-level instruction. In weekly PLCs, teachers will internalize upcoming lessons, anticipate student misconceptions, and plan how students will demonstrate understanding. Campus leaders and the instructional coach will use learning walks and teacher feedback to provide targeted training and coaching aligned to the Learner Framework.

Strategy's Expected Result/Impact: Consistent use of math HQIM will strengthen grade-level instruction and students' mathematical understanding. Students will show growth on district math assessments and STAAR, including progress toward Yale's third-grade Math goal.

Staff Responsible for Monitoring: Campus Administrators and Instructional Coach

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Strategy 3

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

Strategy's Expected Result/Impact: Teachers will plan lessons with a clear understanding of grade-level standards, HQIM tasks, and what student mastery looks like. Instruction and student work will show stronger alignment to the standards.

Staff Responsible for Monitoring: Campus Administrators and ILT Team

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Strategy 4

Implement with fidelity the Data Driven Instruction (DDI) protocol and weekly data meetings, specifically as it relates to priority areas: 3rd grade Math and Reading, 7th grade Pre-Algebra, Algebra I and English I.

Strategy's Expected Result/Impact: Third-grade Reading and Math teams will use weekly data meetings to identify skill gaps, examine student work, plan a response, and check whether students learned the skill after instruction.

Staff Responsible for Monitoring: Campus Administrator, Instructional Teachers, 3rd Grade Teachers

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Strategy 5

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

Strategy's Expected Result/Impact: The principal will use LIFT coaching to strengthen leadership of weekly PLCs, learning walks, and instructional feedback. Coaching goals will be tied to Yale's third-grade Reading and Math priorities.

Staff Responsible for Monitoring: Principal Lift Coach

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Strategy 6

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

Strategy's Expected Result/Impact: The principal and assistant principal will apply learning from the series to review campus accountability data, track student growth, and identify students needing additional support, with particular attention to third-grade Reading and Math.

Staff Responsible for Monitoring: Campus Administrator, Instructional Coaches

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Performance Objective 4

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

Evaluation Data Source: PLC and lesson-planning artifacts; learning-walk evidence; student work; and district assessment and student growth data.

Strategy 1

Monitor and support the implementation of I-Team professional learning to ensure technology is purposefully integrated into instruction, with a focus on productive screen time and student learning.

Strategy's Expected Result/Impact: After I-Team training, teachers will plan technology use around a clear learning objective and select digital tasks that require students to create, practice, collaborate, or receive useful feedback. Campus leaders will use learning walks and teacher feedback to identify support needs.

Staff Responsible for Monitoring: Campus Administrator, I-Team, Instructional Coach,

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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. Teachers will use the RISD Learning Framework to plan grade-level lessons in which students discuss ideas, collaborate, apply their learning, and reflect on their progress. During weekly PLCs, teams will identify the Graduate Profile competency students will practice, plan how students will demonstrate it, and examine student work to refine instruction.

Strategy's Expected Result/Impact: Students will have more consistent opportunities to collaborate, apply learning, and reflect. Student work and classroom observations will show growing ability to demonstrate the selected RISD Graduate Profile competencies.

Staff Responsible for Monitoring: Teachers, instructional coach, and campus administrators.

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Strategy 3

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

Strategy's Expected Result/Impact: Families and visitors will better understand Yale's academic programs and see evidence of student learning, strengthening engagement with the campus and the district's "The ONE" initiative.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Guiding Coalition Members

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Strategy 4

Ensure all students graduate College and Career Ready as measured by CCMR indicators including attendance, graduation rate and advanced academic measures.

Strategy's Expected Result/Impact: More students will attend school consistently, meet grade-level expectations, and be prepared for advanced learning as they move through RISD. Yale will contribute to the district's long-term CCMR goals.

Staff Responsible for Monitoring: Principal, assistant principal, counselor, attendance staff, instructional coach, and grade-level teachers.

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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.Career Exploration through Biztown for 100% of 5th grade and 7th grade students.Finance Park to for all 4 High School Business courses in Spring 2027

Strategy's Expected Result/Impact: All fifth-grade students will participate in BizTown and connect the experience to classroom learning through preparation and reflection. Teachers will also introduce career pathways through grade-appropriate lessons, guest speakers, and real-world applications. Finance Park applies to the high school courses listed in the district strategy.

Staff Responsible for Monitoring: Campus Administrators, Counselors, and 5th Grade Teachers

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Strategy 6

Campus will monitor attendance trends weekly and deploy targeted intervention plans for chronically absent students to achieve a campus-wide attendance rate of (Insert Target 25-26) or higher and reduce chronic absenteeism by (Insert Target 26-27).

Strategy's Expected Result/Impact: Weekly identification and follow-up will help remove barriers to attendance, increase the campus attendance rate to the approved target, and reduce the percentage of students who are chronically absent.

Staff Responsible for Monitoring: Assistant principal, counselor, attendance clerk, and grade-level teachers; principal reviews campus trends.

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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: Yale will increase its active business and industry partnerships giving students and staff more opportunities to connect learning with careers and the community.

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: The visit will strengthen a community relationship and lead to at least one documented follow-up opportunity for students or staff, such as a classroom visit, career talk, or ongoing partnership.

Staff Responsible for Monitoring: Campus Administrator, District Coordinators

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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: Average data through parent square

Strategy 1

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

Strategy's Expected Result/Impact: Families will receive consistent, timely information about campus events, learning, and important deadlines through the weekly newsletter.

Staff Responsible for Monitoring: Campus Administrators

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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: Families and community members will have more consistent access to campus news, student learning highlights, and opportunities to participate. Engagement with campus communications and activities will increase.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches

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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: Review Campus Communications, sign-in sheets attendance data

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: Families will understand their child's growth target, current progress, and practical ways to support learning at home. Teachers and families will have a shared focus for supporting student growth.

Staff Responsible for Monitoring: Classroom teachers; principal and assistant principal

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Goal 5

We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 1

Ensure operations are conducted in a financially efficient and effective manner

Evaluation Data Source: Campus budget and expenditure reports; purchase order records; budget-to-actual comparisons; campus inventory records; and documentation of resource use aligned to CIP priorities.

Strategy 1

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

Strategy's Expected Result/Impact: Staff will follow district procedures for collecting funds and ordering and receiving goods, reducing documentation errors and processing delays.

Staff Responsible for Monitoring: Principal, campus secretary/bookkeeper

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Strategy 2

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

Strategy's Expected Result/Impact: Yale will reduce avoidable energy use while maintaining a comfortable learning environment, supporting efficient campus operations.

Staff Responsible for Monitoring: Principal, head custodian, Facility Services

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Performance Objective 2

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

Strategy 1

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

Strategy's Expected Result/Impact: Families will receive required parental-rights information, and campus staff will follow district procedures for notices, consent, and parent requests under SB 12.

Staff Responsible for Monitoring: Campus Administrators

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Strategy 2

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

Strategy's Expected Result/Impact: Students and staff will understand and practice the Standard Response Protocol actions so they can respond promptly and appropriately during a safety event.

Staff Responsible for Monitoring: Principal, assistant principal, campus safety team, and 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: Repeated practice will help students and staff remember safety procedures and respond confidently throughout the year.

Staff Responsible for Monitoring: Principal, assistant principal, campus safety team, and 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: Technology help-desk tickets and resolution times

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: Every student device will be accounted for, 100% of students will complete digital citizenship lessons by the end of the first nine weeks, and technology issues will be reported and routed promptly to reduce interruptions to learning.

Staff Responsible for Monitoring: Campus technology representative, classroom teachers, and campus administrators.

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: Bond 2025 campus project plans and timelines; project status reports; work orders and completion records; equipment or facility inventory updates

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: Bond 2025 projects scheduled for Yale will be completed with minimal disruption to instruction, and installed facilities, technology, or resources will be ready for use.

Staff Responsible for Monitoring: Principal, assistant principal, campus technology representative, and district operations and facility management staff.

Formative Reviews

NovemberJanuaryMarchJune