

Richardson Independent School District

Richardson Terrace Elementary

2023-2024 Campus Improvement Plan



Board Approval Date: October 12, 2023

Mission Statement

Through a nurturing environment supported by our staff, families, and community, Richardson Terrace Elementary is committed to ensuring that every student, every teacher, and every leader will meet or exceed their academic growth goals. This will be accomplished through igniting and engaging learners, collaboration, application, and reflection.

Vision

Every CHILD. Every TEACHER. Every LEADER. Every DAY.

Value Statement

RTE Value Statement:

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

in creating a safe learning environment that empowers every student, teacher, and leader to take risks, be creative, find acceptance and grow.

that education is an effective tool that can prepare every student, teacher, and leader in RISD for new opportunities.

that every student, teacher, and leader in RISD will have the capability and desire to learn and rise to the level of expectations for individual success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Richardson Terrace Elementary is located in the northwest area of Richardson, TX. RTE has students and 61 staff members. 100% of our teachers hold a Texas teaching certification. Our student to teacher ratio is 12.2:1 We have a special education and advanced learning program to deliver specialized instruction for exceptional student needs.

The demographics of our school population are:

13.6% Asian
34.3% Black/Non-Hispanic
25.7% Hispanic
21.3% White
5% Other
51.4% Male
48.6% Female
75.4% Economically Disadvantaged
31% Emerging Bilingual

The demographics of our staff are: (Source 2021-2022 TAPR)

54 Total Staff not counting Child Nutrition and Custodial Services
91% Professional Staff
9% Educational Paraprofessionals
79% White
10% Hispanic

5% Asian

2% Other

83% Female

17% Male

45% 0-5 Years Experience

18% 6-10 Years Experience

36% 11-20+ Years Experience

Demographics Strengths

We pride ourselves on our ethnic diversity and the cultural perspectives that strengthen our ability to help our students learn and connect to the real world. 96% of students attend school regularly. We are focused on being inclusive and encouraging our families to be active partners in their child's education.

Student Learning

Student Learning Summary

Richardson Terrace Elementary is committed to supporting every student, leader and staff member meet or exceed their academic growth goal. We use multiple data points in order to determine the best course of action to help support student growth and learning needs.

NWEA MAP Data for our campus shows:

Math achievement among all students decreased from 71% of students meeting expectations for the Fall administration to 67% of students meeting expectations for the Spring administration. Reading achievement among all students decreased from 70% meeting expectations for the Fall administration to 66% of students meeting expectations for the Spring administration. In science, achievement decreased from the Fall at 77% meeting expectations to 75% meeting expectations. There were strengths among individual grades and within student groups that showed growth which will be outlined in the Student Learning Strengths.

2023 STAAR Accountability Results (insert when available)

Student Learning Strengths

85% of 6th graders met or exceeded their growth goal and achievement increased from 71% meeting their target RIT score in the fall to 74% meeting their target RIT score in the Spring. One of the high priority student groups identified in last year's CIP was Asian students performance in math and reading. Asian students in 3, 4, and 6 grades all scored above the 70th percentile in the spring administration for math.

5th grade science achievement for the spring was in the 70th percentile.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All students are not yet meeting growth goals

School Processes & Programs

School Processes & Programs Summary

Richardson Terrace Elementary teachers are highly qualified professionals who are committed to every student meeting or exceeding their academic growth goal.

We believe in fostering opportunities for growth for each child and offer intervention and extensions to promote student success.

Richardson Terrace Elementary offers a variety of student programs and services to support student learning, well rounded education, and a safe and healthy learning environment. Those programs include but are not limited to:

- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- Pre-K services
- Response to Intervention
- Special Education Services
- Student Services

School Processes & Programs Strengths

Our staff is highly committed to the success of each student.

Our schedule offer opportunities for teachers and staff to work collaboratively to meet the needs of students

Our campus culture supports a positive learning environment where students academic as well as social and emotional needs are met.

A culture of high expectations and positive attitudes among the staff have created a supportive and collaborative culture that encourages the growth of all on our campus.

Our campus is committed to working collaboratively to support student growth and achievement and are committed to the PLC process and have embraced the four questions of effective PLCs.

Perceptions

Perceptions Summary

Richardson Terrace Elementary is committed to providing a supportive, collaborative and invested culture among students, staff, families and community. We encourage stakeholder involvement and feedback and offer various ways for the family and community to support as a volunteer, member of our site-based campus committee, and PTA.

Perceptions Strengths

Richardson Terrace Elementary teachers understand their role in implementing our school's key actions. Our campus bases its action on the core beliefs of the district. Teachers use Smore to send grade-level newsletters to keep parents informed of upcoming events, goals, and learning focus for each week. 100% of teachers responded to the beginning of year climate survey. 100% of respondents indicated they agree or strongly agree with 37 out of 54 statements with all responses being at or above 92% agree or strongly agree.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally.




Priority Problem Statements










Goals















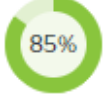
Revised/Approved: October 12, 2023










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: Develop and implement a system to house goals and evidence towards goals and tools for progress measurement.







Strategy 1 Details	Reviews			
Strategy 1: As a Title 1 Campus, all funding sources will be used to support the school-wide instructional program. Strategy's Expected Result/Impact: Title 1 Evaluation, Review of documentation and budget line items spent to implement program activities Staff Responsible for Monitoring: Administrators, Instructional Coach, Campus Reading Specialists, Campus Math Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 2 Details	Reviews			
Strategy 2: All teachers will reinforce the PBIS model schoolwide, PRIDE expectations in common areas, and employ CHAMPS as a model for classroom management procedures, routines and expectations. Strategy's Expected Result/Impact: Decreased discipline referrals, Teachers increasing rating in Domain 3 Classroom Climate and Culture, Student understanding of school-wide expectations Staff Responsible for Monitoring: Campus specialists, PBIS Team, Campus administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement state required bullying prevention requirements consistent with Board policies and procedures. See Appendix A. Strategy's Expected Result/Impact: Decrease in bullying incidents, timely communication, increased positive parent response on survey Staff Responsible for Monitoring: Counselor, Administrators, All staff Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Ensure educators teach and administratively verify that all Too Good For Drug Lessons are taught. Strategy's Expected Result/Impact: Student Climate Survey Results, Staff Climate Survey Results, Red Ribbon Week, Counseling Lessons Staff Responsible for Monitoring: Counselor, Administrators Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: A campus bully prevention action plan will be implemented and monitored. Process to report, investigate, and communicate with parents and students regarding bullying will be aligned to the district process and communicated to all staff and parents. Strategy's Expected Result/Impact: Decrease in bullying incidents, timely communication, increased positive parent response on survey Staff Responsible for Monitoring: Counselor, Administrators, All staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Ensure completion of Digital Citizenship Curriculum and internet safety lesson exemplars. Strategy's Expected Result/Impact: Decrease in the number of student referrals/discipline incidents for inappropriate technology use. Staff Responsible for Monitoring: LITE, All teachers Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Monitor student individual health data reports including immunizations to ensure the health and safety of students. Strategy's Expected Result/Impact: Awareness of all health concerns, Respond appropriately to student health concerns and needs Staff Responsible for Monitoring: Campus Nurse	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: 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. This is an effort to be prepared to respond quickly if a cardiac event should occur on campus. Strategy's Expected Result/Impact: Staff will be prepared to respond to emergencies quickly. Staff Responsible for Monitoring: Campus Nurse, Emergency Response Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: The counselor will help facilitate the students' transition from Elementary to Junior High. Strategy's Expected Result/Impact: Parents are aware and are attending junior high transition meetings. Staff Responsible for Monitoring: Counselor Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details		Reviews			
Strategy 10: Administer Reading and Math MAP to at least 95% of students at BOY, MOY and EOY and increase the percent of students meeting or exceeding individual growth measures from BOY to EOY in Reading and Math. Strategy's Expected Result/Impact: Improved student performance, quality Tier 1 instruction, increased student engagement Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, All Classroom teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
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Strategy 11 Details		Reviews			
Strategy 11: Form School Threat Assessment Team (STAT) and conduct training as specified in Texas Education Code 37.115 Strategy's Expected Result/Impact: Ensure appropriate response to any possible threat impacting the campus, staff or students. Staff Responsible for Monitoring: Administrators, counselor, Safety and Security Department Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 12 Details		Reviews			
Strategy 12: Teachers will have the opportunity to attend content specific professional learning aligned to their content areas, as well as choose professional development opportunities as identified through TTESS goals. Strategy's Expected Result/Impact: TTESS Goals, Professional Development Transcripts, increased student performance Staff Responsible for Monitoring: All teachers, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 13 Details		Reviews			
Strategy 13: Richardson Terrace Elementary will increase attendance from 95.9% to 96.4% by ensuring clear, timely communication with parents regarding absences through A2A letters, parent phone calls and conferences. Strategy's Expected Result/Impact: Increasing student attendance will help all students meet their academic growth goal. Staff Responsible for Monitoring: Administrators, counselor, teachers, student data specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 14 Details		Reviews			
Strategy 14: Identify and progress monitor students in need of accelerated learning and intensive intervention in math, reading, behavior, and speech, utilize High Quality Instructional Materials, and monitor progress in Branching Minds. Strategy's Expected Result/Impact: Increased student performance and growth in math, reading, behavior and speech Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Classroom Teachers, Special Education Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 15 Details		Reviews			
Strategy 15: Richardson Terrace Elementary will ensure all students have a school/home connection (club, activity, and adult at school). Strategy's Expected Result/Impact: We will see increased PTA membership by parents and staff members and more student campus involvement/connection (clubs, choir, robotics) Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Counselors and Classroom Teachers. Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
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Strategy 16 Details		Reviews			
Strategy 16: Data indicate the need to improve overall STAAR performance in 3rd grade math and 3rd grade reading per Board of Trustee Goals. The percentage of students achieving at least Approaches level was 81% in reading and 72% in math. Strategy's Expected Result/Impact: Regular progress monitoring and interventions to address student needs. Increase in student growth data as evidence by MAP, mclass, STAAR Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					







Strategy 17 Details		Reviews			
Strategy 17: Continue Campus Pathway to Equity plan with establishing processes that are inclusive and build greater understanding and respect of other people's cultures and beliefs. Strategy's Expected Result/Impact: Through morning announcements and school events such as multicultural night, the RTE community will strengthen relationships and foster better understanding and knowledge. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, Librarian, Accelerated Learning Teacher and the Campus Equity Team. Title I: 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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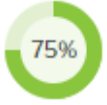




Goal 2: RISD will re-imagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1: Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff.

High Priority

Evaluation Data Sources: Employee retention data, benchmark salary data, documented salary and benefits provided to employees










Strategy 1 Details	Reviews			
Strategy 1: Develop a climate and culture at Terrace Elementary that fosters teacher growth and retention. Strategy's Expected Result/Impact: By developing a positive and supportive culture, teacher retention will increase. Staff Responsible for Monitoring: Administration ILT Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure that Teacher Growth Goals are aligned to the RISD Educator Responsibilities which in turn are supported by the Texas Teacher Evaluation and Support System (TTESS). Strategy's Expected Result/Impact: Alignment of TTESS, Growth Goals, and Educator Responsibilities will ensure that teachers will meet or exceed their growth goals. Staff Responsible for Monitoring: Administrators ILT Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Seek employee input via Staff Climate Surveys and maintain greater than or equal to 90% participation rate. Strategy's Expected Result/Impact: By seeking input staff will have the ability to voice thoughts and opinions in a constructive way. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
					
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Goal 2: RISD will re-imagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 2: Develop and execute innovative plan for employee recruitment.

Evaluation Data Sources: New hire data

Strategy 1 Details	Reviews			
Strategy 1: Continue to host and mentor student teachers from area universities. Strategy's Expected Result/Impact: By hosting and mentoring student teachers, we are able to recruit new employees. Staff Responsible for Monitoring: Administrators ILT Teachers TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize social media as a way to recruit prospective employees. Strategy's Expected Result/Impact: Through the use of various social media platforms a wider audience of prospective employees can be reached. Staff Responsible for Monitoring: Administrators ILT Teachers TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Promote current employees from within the building to vacant positions that would be considered career advancement. Strategy's Expected Result/Impact: Through the recruitment of current employees into open positions we will foster opportunities for personal growth. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
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No Progress



Accomplished



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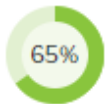



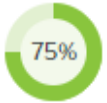
Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.








Performance Objective 1: Implement a learning framework that provides all RISD students experiences to develop competencies aligned with the graduate profile.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Implement a learning framework that provides all RISD students experiences to develop competencies aligned with the graduate profile. Strategy's Expected Result/Impact: We will see all 5 components of the district learning framework woven throughout daily lessons in all classrooms when conducting walkthrough observations. Students will develop competencies aligned to the RISD Graduate Profile. Staff Responsible for Monitoring: Administrators, Instructional Coach, Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Embed Lead4ward strategies into classroom instruction. Strategy's Expected Result/Impact: Evidence of Lead4ward strategies will be present in classrooms as observed through walkthrough evaluations. Staff Responsible for Monitoring: Administrators, Instructional Coach, Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Embed ELLevation strategies into regular classroom instruction to provide content-based language instruction. Strategy's Expected Result/Impact: Evidence of ELLevation strategies will be present in classrooms as observed during walkthrough evaluations. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Campus LAT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Implement district curriculum documents and resources with fidelity to ensure a guaranteed and viable curriculum. Strategy's Expected Result/Impact: Teachers follow district pacing and curriculum with fidelity when planning instruction and delivering lessons. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 5 Details	Reviews			
Strategy 5: Implement a content-based ESL model in K - 6 grade classrooms. Utilize the Language Acquisition Teacher to support ELLevation strategies and ensure all teachers progress monitor and adjust instruction to meet the needs of students, as well as utilize intervention resources to address student needs. Strategy's Expected Result/Impact: Evidence of ELLevation strategies will be present during classroom walkthrough observations. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Language Acquisition Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Identify instructional opportunities in teacher-created classroom experiences for the defined priority goal strands for staff and students. Strategy's Expected Result/Impact: We will see improvements in defined priority goal strands during classroom walkthrough observations. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				











Strategy 7 Details		Reviews			
Strategy 7: Provide equitable access and support for advanced learners. Strategy's Expected Result/Impact: Students identified as GT will achieve their academic growth goals from BOY to EOY MAP Math tests. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Advanced Learning Teacher, Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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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 2: Create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal



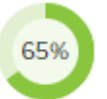




Strategy 1 Details	Reviews			
Strategy 1: Lead professional learning that promotes continuous growth and equips all employees and students with the knowledge and skills needed to reach individual growth goals. Strategy's Expected Result/Impact: Improvements will be seen in defined priority goal strands in classrooms as observed during walkthrough observations. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize district-wide professional development days and early release days to support and train teachers on the Learner Growth Experience. Strategy's Expected Result/Impact: We will see improvements in defined priority goals strands during classroom walkthrough observations. Teachers will grow in identified goal areas as documented in Eduphoria and Schoology. Increase in student growth goals in MAP Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide focused PD on understanding and using learner experiences in daily instruction. Strategy's Expected Result/Impact: Improvements will be seen in defined priority goal strands as observed through classroom walkthroughs. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Plan for at least 3 days of iTeam support in facilitating learning with technology in the identified areas of growth from the BrightBytes survey. Strategy's Expected Result/Impact: Improvements will be seen in defined priority goals strands using technology in the classroom as observed during classroom walkthroughs. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, iTeam Member, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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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 3: Ensure all students graduate college and career ready as measured by CCMR indicators.

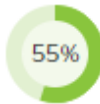




HB3 Goal
Evaluation Data Sources: Increase students meeting the CCMR indicator from 56% to 70% by 2027(Board Goal)








Strategy 1 Details	Reviews			
Strategy 1: Provide career inspiration, exploration, and discovery in PK - 6 grades (CTE/CCMR alignment). Strategy's Expected Result/Impact: Students will be given opportunities to think about their future careers and college experiences. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 1: Create reciprocal pathways for families to increase and deepen engagement.






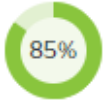
Evaluation Data Sources: Family Engagement, Volunteer Engagement including Voly data, Community Engagement including increase in partner outreach efforts and programs.











Strategy 1 Details	Reviews			
Strategy 1: Create a Growth Goal Family Camp for families to engage in ways they can support their child's growth goals in partnership with the school. Strategy's Expected Result/Impact: Parents will leave with specific strategies to implement at home that will support their child's growth goals. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Family Engagement Specialist, Site Based Decision Making Team Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Utilize available district communication strategies to increase engagement and awareness for our school community and parents. Strategy's Expected Result/Impact: Increased awareness of school events for all families and community members Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Communication from school will be translated using district resources such as Blackboard translation, Smore translation, on demand translation services, whenever possible to allow more families and community members access to school information.</p> <p>Strategy's Expected Result/Impact: Increase awareness of school events and activities</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Teachers</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 1: Ensure operations are conducted in a financially efficient and effective manner.











Strategy 1 Details	Reviews			
Strategy 1: Using data from the Comprehensive Needs Assessment (CNA), priority money and state compensatory education funds will be allocated to address specific achievement gaps among students who are learning English, receiving special services, and at-risk for dropping out. Strategy's Expected Result/Impact: Resources will be secured to lead effective interventions and to provide additional tutoring to students. Staff Responsible for Monitoring: Administrators ILT Executive Assistant Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Funding for tutors - 211 - Title I, Part A - \$8,000, Funding for tutors - 199 - State Compensatory Education - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Train all staff on proper money handling procedures before school begins during the campus staff development day, and in January on the professional development day before the spring semester begins. Strategy's Expected Result/Impact: Ensure all money is handled securely, ethically, and with proper documentation. Staff Responsible for Monitoring: Executive Assistant Administrators Teachers ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Ensure executive assistant and administrators are trained on policies and procedures regarding the school budget including processing POs, extra time requests, paying for substitutes, Title 1, budgeting, etc. Strategy's Expected Result/Impact: Executive assistant will abide by all district policies and procedures regarding school budget and expenditures. Staff Responsible for Monitoring: Administrators Stacey Morris ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Search for creative funding sources including grants and community partnerships. Strategy's Expected Result/Impact: Increase campus access to resources beyond the annual district budget. Staff Responsible for Monitoring: Administrators Executive Assistant ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
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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 2: Provide a safe, comfortable, and well-maintained environment at all campuses.








Evaluation Data Sources: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1 Details	Reviews			
Strategy 1: Continue to follow the Standard Response Protocol during all drills/emergency situations and continue to communicate these standards to all students and parents. Strategy's Expected Result/Impact: By continuing to follow the SRP and communicate with all stakeholders, student and staff safety will remain a priority. Staff Responsible for Monitoring: Administrators Teachers SRP Team Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Incorporate SRP in parent communication in order to inform community of safety protocols, and communicate via Blackboard to parents after each safety drill to ensure proper communication, build trust, and assure everyone is knowledgeable about the school's implementation of the SRP. Strategy's Expected Result/Impact: By ensuring timely communication regarding safety positive feedback on surveys will be achieved. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Evaluation Data Sources: Expect a 95% or better positive response on the district climate survey. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey.

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with district iTeam specialist to provide targeted support to each grade level during PLCs with continued support during faculty meetings. Strategy's Expected Result/Impact: By collaborating with the iTeam specialist there will be improved results on the Bright Bytes survey. Staff Responsible for Monitoring: iTeam Administrators ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				