

Richardson Independent School District

Spring Valley Elementary

2023-2024 Campus Improvement Plan



Board Approval Date: October 12, 2023

Mission Statement

True North Goal:

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

Vision

SVE - Where all students connect, learn, grow, and succeed.

Value Statement

Integrity * Inspiration * Inclusiveness * Innovation

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
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	10
Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.	19
Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.	22
Goal 4: We will create opportunities to ensure engagement with community members in RISD.	32
Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.	34

Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Valley Elementary (SVE) is a PK-6 school in Richardson ISD. SVE qualifies as a Title I campus with 83% of our students qualifying for free and reduced lunch.

Our student population is:

Student Group	Percentage
African American	8.1%
American Indian/Alaskan Native	4.7%
Asian	1.4%
Hispanic	85.3%
White	
2 or More Races	.89%
Economically Disadvantaged	86.1%
At Risk	66.4%
Section 504	3.9%
Special Education	20.8%
Students with Dyslexia	8.1%
GT Students	3.9%
EB Students	71%
Mobility Rate	

Demographics Strengths

Bilingual program and campus are matched to needs of students with bilingual homeroom teachers through 5th grade

Student Achievement

Student Achievement Strengths

Overall students are making gains on their growth goals.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: All students are not meeting or exceeding their growth goal. **Root Cause:** Some students are leaving K-2 with weak foundational skills. There need to improve consistently rigorous Tier 1 instruction in Pre-K through 6th Reading and Math instruction.

Problem Statement 2: All students are not yet performing at or above grade level. **Root Cause:** There need to improve consistently rigorous Tier 1 instruction in Pre-K through 6th Reading and Math instruction. Goal setting has been underutilized.

Problem Statement 3: Low Domain 1 numbers of students in approaches, meet and masters for Reading and Math **Root Cause:** There need to improve consistently rigorous Tier 1 instruction in Pre-K through 6th Reading and Math instruction. Goal setting has been underutilized.

School Culture and Climate

School Culture and Climate Summary

SVE is a small close knit community of parents, students and teachers. nestled in a neighborhood off of Spring Valley and Coit. Spring Valley students enjoy coming to school to learn, grow, and socialize with friends and teachers. The students, parents, and staff feel safe throughout their time on campus.

School Culture and Climate Strengths

PTA and community sponsors are invested in meeting the needs of the learning community in a timely manner.

SVE students are proud to be gators.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback





Parent/Community Data



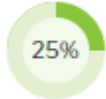



- Parent surveys and/or other feedback



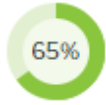



Goals







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






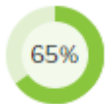
Performance Objective 1: Utilize the district's system to house goals and evidence towards goals and tools for progress measurement.





Strategy 1 Details	Reviews			
Strategy 1: Utilize the district's priority goal strands for staff and students. Strategy's Expected Result/Impact: Provide students and staff with goal strands for use in goal setting. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement, track and monitor academic and behavior MTSS at SVE using the software system of Branching MInds. Strategy's Expected Result/Impact: Students will receive targeted academic and/or behavior interventions based on current data and response to intervention. Staff Responsible for Monitoring: Principals, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 3 Details	Reviews			
Strategy 3: Ensure that all students have a school/home connection (club, extra curricular, activity an adult at school). Strategy's Expected Result/Impact: Increase students' connectedness and engagement at school. Staff Responsible for Monitoring: Principals, ILT (Instructional Leadership Team) Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide a clear and consistent implementation and staff training of the campus discipline management plan in a tiered system of support. Strategy's Expected Result/Impact: Improved staff sense of efficacy Reduced number of disciplinary infractions Improved student outcomes Higher reported satisfaction from all stakeholders on surveys Staff Responsible for Monitoring: Principals, Counselor, Campus Staff Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide behavior management support on techniques and strategies for staff through PD, PLC support and a visible administrative team Strategy's Expected Result/Impact: More effective staff responses to behavior incidents. Improved staff sense of efficacy Reduced number of disciplinary infractions Improved student outcomes Higher reported satisfaction from all stakeholders on surveys Staff Responsible for Monitoring: Principals, Staff	Formative			Summative
	Nov	Jan	Mar	June
				





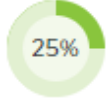
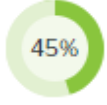
Strategy 6 Details	Reviews			
Strategy 6: Implement state required bullying prevention requirements consistent with Board policies and procedures. See Appendix A. Quarterly review of campus bullying prevention plan to ensure effectiveness. Strategy's Expected Result/Impact: Decreased incidents of bullying Increase in positive rating of SVE on stakeholder surveys Staff Responsible for Monitoring: Principals Counselor School Safety Committee ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide bullying and cyber bullying awareness training for staff and students. Strategy's Expected Result/Impact: Increased awareness of bullying Decreased incidence of bullying Staff Responsible for Monitoring: Principals Campus Staff Counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Increase awareness and student reporting options for the areas of bullying and cyberbullying, and continue to inform parents of bullying incidents. Strategy's Expected Result/Impact: Students will know options for reporting bullying. Parents of students involved will be aware of reported incidents Staff Responsible for Monitoring: Principals Counselor School Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 9 Details	Reviews			
Strategy 9: Provide Parent Training on a variety of topics such as: 1. Cybersafety/Cyber Bullying - Living in a Digital World 2. Bullying Prevention 3. Substance Prevention 4. Digital Footprint/Managing the digital environment 5. PBIS 6. Healthy and Wise 7. Title I Strategy's Expected Result/Impact: Improved parent participation Increase in positive rating of SVE on parent survey. Decrease in office referrals Reduced number of bullying incidents Staff Responsible for Monitoring: Administration Counselor PBIS Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Review enrollment records to verify immunization compliance. Strategy's Expected Result/Impact: 100% of students attending school with complete immunizations. Staff Responsible for Monitoring: School Nurse Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Continue Campus Pathways to Equity Plan implementation in order to address identified gaps in areas of opportunity for 2023-24: academic achievement,; club participation,; parent engagement; access to resources, etc. Strategy's Expected Result/Impact: Improved student achievement and engagement Increased rate of satisfaction on stakeholder surveys Staff Responsible for Monitoring: Principals Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: Campus Emergency Response Team (ERT) wil conduct a round table drill in the fall and an all campus AAED 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 trained on emergency response and be ready in the case of incident. Staff Responsible for Monitoring: Principals School Nurse	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Ensure all of SVE's 6th graders participate in the planned transition activities from Elementary to Jr High. Strategy's Expected Result/Impact: Students' Jr. High assignment notification Students will participate in AVID Signing Day Contract Parent participation in the informational meeting Staff Responsible for Monitoring: Counselor Principlas Title I: 4.2 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY and EOY. Strategy's Expected Result/Impact: Assure appropriate data is collected in order to have effective student monitoring throughout the school year Staff Responsible for Monitoring: Principals ILT Campus Staff Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 15 Details	Reviews			
Strategy 15: Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics to 52% Strategy's Expected Result/Impact: Assure student progress toward North Star Goal of meeting academic growth measures. Staff Responsible for Monitoring: Principals ILT Campus Staff Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 16 Details	Reviews			
Strategy 16: Monitor student performance on STAAR interim assessments and locally created assessments in Reading and Math Strategy's Expected Result/Impact: The percent of students at 3rd grade who score at or above meets level or above on STAAR Reading and Math will increase from 49% to 60% by June 2027; the target for all students for 2024 is 53% Staff Responsible for Monitoring: Principals Instructional Leadership Team Campus Staff Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 17 Details		Reviews			
Strategy 17: Identify and progress monitor SVE students in need of intensive intervention in reading, math, behavior, and speech using Branching Minds. Strategy's Expected Result/Impact: Increased number of students who close gaps in identified areas and reduced number of students needing intensive intervention. (Tier 3) Staff Responsible for Monitoring: Principals Instructional Leadership Team Campus Staff Title I: 2.4 - 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 18 Details		Reviews			
Strategy 18: Identify, in a timely manner, teachers and campus leaders' professional needs, and provide suitable learning opportunities or resources. Strategy's Expected Result/Impact: Student achievement will increase through more effective instructional practices being implemented by teaching staff. Campus walk-throughs and learning walks will provide feedback for teachers to reflect on practices. Increased opportunities for feedback to teachers from peer-to-peer observations Staff Responsible for Monitoring: Principals Instructional Leadership Team Campus Staff Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 19 Details	Reviews			
Strategy 19: Increase the 2022-2023 attendance rate by at least .5%. Strategy's Expected Result/Impact: Students with attendance issues will have more learning opportunity. Maintain attendance improvement plan for students with chronic absences in Branching Minds. Develop and implement an attendance motivation plan Staff Responsible for Monitoring: Principal Counselor Campus Staff Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 20 Details	Reviews			
Strategy 20: SVE will 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 number of students graduating with their cohort. Increased number of students experiencing success in school settings as determined by course mastery. Staff Responsible for Monitoring: Principals Instructional Leadership Team Campus Staff Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 21 Details	Reviews			
Strategy 21: Form Campus Threat Assessment Team (CTAT) and conduct training as specified in Texas Education Code 37.115 Strategy's Expected Result/Impact: Provide a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 22 Details	Reviews			
<p>Strategy 22: Teaching, support staff, instructional leadership team, and administration will plan with PK-6 PLCs in order to plan for and provide targeted interventions to students reading and achieving in math below below grade level.</p> <p>Strategy's Expected Result/Impact: Students will receive needed interventions to increase growth towards on-level reading fluency and math achievement.</p> <p>Staff Responsible for Monitoring: Principals Instructional Leadership Team Teaching Staff</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: RISD will reimagine 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

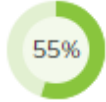





Strategy 1 Details	Reviews			
Strategy 1: Implement models and guidelines for innovative elementary planning. such as monthly extended planning. Strategy's Expected Result/Impact: Foster a positive collaborative culture and promote effective planning. Staff Responsible for Monitoring: Principals Instructional Leadership Team Campus Staff 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	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: RISD will reimagine 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: Attend and utilize district Hiring Best Practices training provided to campus administrators to minimize bias in hiring practices. Strategy's Expected Result/Impact: Improved hiring practices. Increase diversity of new hires by 15% Staff Responsible for Monitoring: District trainers Principals 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Work with Strategy & Engagement to improve SVE website to highlight RISD for new recruits Strategy's Expected Result/Impact: Increased visibility and appeal of campus website,in order to increase interest in SVE. Staff Responsible for Monitoring: Principals Webmster TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
Strategy 3: SVE will retain professional and auxiliary staff. Strategy's Expected Result/Impact: A sufficient number of highly qualified staff members will remain at SVE so that the campus culture remains consistent and the institutionalized knowledge stays strong and is able to be effectively passed .on to new staff members. Staff Responsible for Monitoring: Principals 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 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Train all staff on RISD Learning Framework model. and integrate it into instructional practice through PLCs. Strategy's Expected Result/Impact: Staff will understand the strategic plan of the district as well as utilize the learning framework to plan and drive instruction. Staff Responsible for Monitoring: Principals Instructional Leadership Team Title I: 2.4, 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
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide professional development in all curricular areas to enhance instructional strategies with a focus on supporting TRS, PLC and Lead4Ward, Technology Integration as well as PBIS and Equity. Strategy's Expected Result/Impact: Training Session Slide Decks/materials & Participants feedback Performance Growth Goals PLC Notes Staff Responsible for Monitoring: Principals Instructional Leadership Team Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 3 Details	Reviews			
Strategy 3: Implement ESL content-based model in K-6. Utilize Linguistic Acquisition Teachers to support teachers learning and implementing Ellevation strategies and to facilitate the monitoring of the progress of EB students. Embed ELLevation strategies insto regular classroom instruction to provide content based language instruction in ESL and dual language classrooms and ensure all content teachers progress monitor and adjust to meet needs of students. Strategy's Expected Result/Impact: ELLevation usage reports Performance Growth Goals will show student progress. Staff Responsible for Monitoring: Principals Instructional Leadership Team Campus Teaching Staff Title I: 2.4, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Embed tools and resources tfor staff to support students with disabilities and learning needs in district curriculum Strategy's Expected Result/Impact: At least 5% increase of student performance on STAAR and other national assessments. At least 5% % increase of positive response on climate survey (staff Staff Responsible for Monitoring: Principals Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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




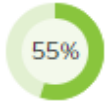
Performance Objective 2: Create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.





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







Strategy 1 Details	Reviews			
Strategy 1: Equip campus staff with training on disability awareness, evidence based best practices, and inclusive instruction. Strategy's Expected Result/Impact: Increased disability awareness and basic knowledge of conditions that could be considered a disability under 504 and/or IDEA Effective instructional practices Quality referrals for evaluation to 504 and/or special education Staff Responsible for Monitoring: Principals Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Facilitate weekly PLC meeting for grade level, specials and special education staff. Strategy's Expected Result/Impact: Teaching staff will discuss and plan high quality interventions and differentiated curriculum for grade levels and special populations (ELL, SPED, 504, Dyslexia) Staff Responsible for Monitoring: Principals Instructional Leadership Team Teaching Staff Title I: 2.4, 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 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide purposeful innovative, and relevant professional development opportunities for all staff to ensure technology integration that impacts teaching and learning.</p> <p>Strategy's Expected Result/Impact: Increase effective use of technology in the classroom Improved student learning experiences</p> <p>Staff Responsible for Monitoring: Principals ILT PLCs SVE Tech Team</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus Instructional Coach - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Identify instructional opportunities in teacher created classroom experiences for the defined priority goal strands for staff and students. Utilize district wide PD days and early release days to provide focused PD to support and train teachers on the Learner Growth Experience and using the learner experience in daily instruction.</p> <p>Strategy's Expected Result/Impact: Improved student academic outcomes and daily instructional experiences Stronger and more impactful instructional experiences Increased teacher efficacy and satisfaction</p> <p>Staff Responsible for Monitoring: Principals Instructional Leadership Team</p> <p>Title I: 2.4, 2.6</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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coaches - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details		Reviews			
Strategy 5: Ensure ESL-content teachers have professional development in working with EB students including Sheltered Instruction training, strategies, English Language, proficiency Standards (ELPS), Summit K12, and/or RtI for EBs. Strategy's Expected Result/Impact: 100% of content teachers receive professional development Walkthrough analysis of EB strategy implementation Improved student outcomes Staff Responsible for Monitoring: Principals LAT EB teachers Title I: 2.4 - 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 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 6 Details		Reviews			
Strategy 6: Ensure the HQIM implementation of Eureka Math -5 through: training,; coaching; PLC planning; and walk through feedback. Strategy's Expected Result/Impact: Improved student math scores Increased percentage of students making their math growth goal Improved teacher implementation of Eureka Math Staff Responsible for Monitoring: Principals Instructional Coaches Math Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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: Instructional Coaches - 211 - Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 7 Details	Reviews			
Strategy 7: GT-identified students will reflect the overall campus demographics Strategy's Expected Result/Impact: GT Identification K-12 is reflective of District's demographics Staff Responsible for Monitoring: Principals Coaches ALT Title I: 2.4 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide GT and other advanced learners with a continuum of instruction through advanced learning opportunities and extensions Strategy's Expected Result/Impact: GT students will be provided advance growth opportunities and challenges with extension activities. GT tsudents will achieve at least one year's growth with intellectual challenges Staff Responsible for Monitoring: Principal Teaching Staff ALT Title I: 2.4 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Plan for iTeam support (at least 3 days) to facilitate learning with technology in support of Learning Framework. Strategy's Expected Result/Impact: Staff will gain additional tools and strategies to how to use technology to support the learning framework. Staff Responsible for Monitoring: Principals ILT iTeam Support Member Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Instructional Coach - 211 - Title I, Part A, Instructional Coach - 199 - State Compensatory Education	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Plan for iTeam support to facilitate learning with technology in support of identified needs in the BrightBytes survey. Strategy's Expected Result/Impact: Staff will gain additional tools and strategies to how to use technology to support identified needs.. Staff Responsible for Monitoring: Principals ILT ITeam Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Coach - 211 - Title I, Part A, Instructional Coach - 199 - State Compensatory Education	Formative			Summative
	Nov	Jan	Mar	June
				


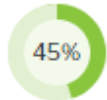


Strategy 11 Details	Reviews			
<p>Strategy 11: Implement one way dual language program with integrity. Follow the ontent language allocation plan and monitor implementation using learning walks. Provide feedback through walkthrough analysis. Provide support through coacing and PD for identified opportunities for instructional growth.</p> <p>Strategy's Expected Result/Impact: Improved and consistent instructional delivery of the one way dual language model. Increased student academic achievement. Evidence of bilingual and bi-literacy growth.</p> <p>Staff Responsible for Monitoring: Principals Multilingual Department LAT Teaching Staff</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Create a College, Career and Military Ready Culture and utilize TRS to support CCMR standards Strategy's Expected Result/Impact: College Promotion Days Career Days, Guidance Lessons connected to Careers and College Classroom connections to Careers and College College display Career Lunch Bunches Staff Responsible for Monitoring: Principal Counselor Campus Staff Title I: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide career inspiration, exploration, and discovery in Pre-K - 6th grades. Strategy's Expected Result/Impact: Increased awareness of career opportunities Increased awareness of career programming Staff Responsible for Monitoring: Principals Counselor Title I: 2.4, 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify













Discontinue

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.


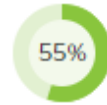






Evaluation Data Sources: Family Engagement, Volunteer Engagement including Voly data, Community Engagement including increase in partner outreach efforts and programs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Expand and enrich the SVE parent and family engagement plan with increased opportunities and taking into account our Campus Equity Plan, Title 1 Parent Engagement Components as well as feedback from Parents. A few of the robust parent engagement events planned are: the Growth Goal Parent Camp; 3 Coffee With the Principals Meeting; 5 Town Hall Meetings; curriculum nights; daytime parenting workshops; Prent/Teacher Conferences; Family Movie Nights; PTA meetings; as well as other opportunities.</p> <p>Strategy's Expected Result/Impact: Increased percentage of positive responses on the parent climate survey Increased student outcomes</p> <p>Staff Responsible for Monitoring: Principals Campus Staff Campus Title 1 Coordinator</p> <p>Title I: 2.4, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>				

Strategy 2 Details	Reviews			
Strategy 2: Promote daily positive parent relations and maintain parent engagement at or greater than 85%. Strategy's Expected Result/Impact: School / Community relationship will be strengthened Parents will report a higher rate of satisfaction with their school Parent involvement will increase Staff Responsible for Monitoring: Principals Title 1 Coordinator Campus Staff Title I: 2.4, 2.6, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue utilizing mass communication systems as well as social media to provide parents with information concerning the school, school events, parent engagement opportunities and their child's education. These systems include: Blackboard Mass Notification,; SVE website; Campus Smore; Campus Social Media; and school marquee. Teachers also send out class/grade level newsletters. Strategy's Expected Result/Impact: Increased favorable reporting on the climate survey Increased community involvement at SVE Staff Responsible for Monitoring: Principals Campus Staff Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	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: Implement district energy saving standards throughout the campus. Strategy's Expected Result/Impact: Energy use on campus will be efficient and in line with district requirements Staff Responsible for Monitoring: Principals Campus staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement RISD Electronic Document Process for all student cumulative folders.. Strategy's Expected Result/Impact: Efficient student record management Efficient use of office space Staff Responsible for Monitoring: SDS Principals	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 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: Maintain Exterior Door Audit with weekly checs Strategy's Expected Result/Impact: Heightened building security integrity. Timely reporting of issues with doors latching correctly Heightened awareness of door safety Staff Responsible for Monitoring: Principals Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Complete safety and security audits. Strategy's Expected Result/Impact: Completed audits and program recommendations Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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: Support teachers and other staff in the use of district technology resources to enhance operations as well as teaching and learning. Strategy's Expected Result/Impact: Increased positive responses on the BrightBytes survey. Enhanced and more efficient work environment. Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				