Richardson Independent School District

Springridge Elementary

2023-2024 Campus Improvement Plan

Board Approval Date: October 12, 2023

Mission Statement

Recognizing the special and specific individual needs of elementary students, Springridge Elementary seeks to provide a positive and nurturing environment and flexible structure that enables children to grow and experience daily success.

Vision

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

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Springridge Elementary is composed of a diverse student population of approximately 311 KG – 6th students. We are a small, Berkner High School feeder campus.

The student/teacher ratio at Springridge Elementary is 17.1, which is the 6th best among 40 elementary schools in the Richardson Independent School District.

Springridge Elementary employs 24.7 full-time teachers.

Many of our students represent cultures from all over the globe covering at least 3 continents of varying African, Asian, and Middle-Eastern countries and speaking over 10 different languages on our campus. About 39% of our students are African American, 18% are Hispanic, 25% are white, 14% are Asian and less than 1% of our student population is Native Hawaiin or Pacific Islander.

About 80% of our students are Economically Disadvantaged. Our Title 1 campus is recognized as a high-performing campus with higher-poverty enrollments that have closed achievement gaps among different student groups.

The driving force behind Springridge Elementary is an inherent, heartfelt belief that all children can succeed and the dedicated teacher is the catalyst. This belief is mirrored in the enthusiasm and positive learning attitude displayed by our students. Their pride in their school is clearly evident as they walk down the halls, actively participate in class, and demonstrate the 3Rs of being Respectful, Responsible, and Ready to Learn.

To instruct and educate our eager students, the principal was intentional this year in searching for new teachers that not only are knowledgeable about curriculum and relevant instructional strategies but also understand the developmental needs of students and reflect our student demographic. Key qualities sought in candidates are flexibility, organization, a willingness to further their own learning, to continue growth, and to do whatever it takes to make students successful. Teachers who instruct with a "parent's heart" and with a commitment to the belief that all students can succeed, are selected to be part of the Springridge Elementary staff.

Springridge continues to focus on the performance of our special populations on local, state, and national assessments for English language learners and our students served through special education. Springridge values these diverse student and community populations which result in a rich learning environment for all.

Demographics Strengths

Springridge Elementary has a multitude of demographic strengths including:

1. Springridge Elementary is located within the Richardson Independent School district. Richardson Independent School District is a highly rated, public school district.

2. Despite the significant demographic shifts in our campus in the last 3 years, Springridge students continue to excel as evidenced by the TEA Accountability rating.

3. Springridge is a highly diverse campus with students speaking over 10 different native languages as of August 2022.

4. The Springridge Elementary Staff participates in on-going high-quality staff development aligned to targeted campus needs in order to increase teacher knowledge and student

achievement.

5. The Springridge Elementary Staff is collaborative in their teaching approach.

6. Staff and parents both believe the number one strength of the campus is the caring, dedicated staff.

7. We have put in place behavior and attendance incentives that seem to have been effective.

8. We have implemented a school-wide SEL program to address student needs in those areas.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need to establish and maintain strong, positive relationships with all stakeholders. **Root Cause:** We continue to have many new learners moving into our school and many of our learners have participated in virtual instruction over the past 3 years.

Student Learning

Student Learning Summary

Our campus has shown growth in the areas of reading, math, and writing. We met this goal by using the data points & sources that the district and campus administrators provided.

While sustaining our student performance across all subjects during a pandemic year, according to our 2021 State Accountability Reports, our ELL students performed lower than the African American, Asian, and White populations. We must continue to identify effective strategies and differentiated instructional activities to increase the Hispanic and economically disadvantaged population's student performance.

We must continue to build upon the current SRE programs for acceleration and interventions to improve student success. Training, mentoring, and support in these areas are being sought through the utilization of District Instructional Specialists. Under HB4545, tutorials will be provided in all subjects to students to ensure success.

We are in the process of strengthening our teams vertically to increase productivity in all content areas. In our grade level meetings, PLCs, Instructional Leadership Team Meeting, and vertical team meetings, the team will provide best teaching practices to be shared in order to maintain consistency across the grade levels to close gaps and prepare students to become academically and socially successful.

Springridge Elementary continues to provide a quality education for our Eagles.

| | Spring 2023 STAAR | | | | | |
| | # | Passed | | Meets + | | Masters | |
Subject Test	*Tested*	#	%	#	%	#	%
3rd Grade Reading	43	30	70%	17	40%	7	16%
English	42	30	71%	17	40%	7	17%
Spanish	1	0	0%	0	0%	0	0%
3rd Grade Math	42	33	79%	20	48%	7	17%
English	42	33	79%	20	48%	7	17%
Spanish							
4th Grade Reading	40	29	73%	19	48%	5	13%
English	40	29	73%	19	48%	5	13%
Spanish							
4th Grade Math	40	26	65%	19	48%	11	28%
English	40	26	65%	19	48%	11	28%
Spanish							
5th Grade Reading	36	33	92%	24	67%	12	33%

		Spring 2023 STAAR						
English		36	33	92%	24	67%	12	33%
Spanish								
5th Grade Math		37	37	100%	27	73%	9	24%
English		37	37	100%	27	73%	9	24%
Spanish								
5th Grade Science		37	25	68%	9	24%	3	8%
English		37	25	68%	9	24%	3	8%
Spanish								
6th Grade Reading		46	37	80%	28	61%	11	24%
6th Grade Math		46	40	87%	21	46%	11	24%

Student Learning Strengths

- Small groups, and interventions by the classroom teachers, paras, and interventionists.
- Multi-Tiered Supports monitoring, which is also used to help with student attendance and academic acceleration and interventions.
- Special programs (504,ARDs) address these areas in conjunction with the other committees.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need to identify and align practices supporting equity, equality, and inclusion   **Root Cause:** There is a need for systemic knowledge and understanding of how equity, equality, and inclusion impact others.

Problem Statement 2: There is a need to streamline our processes within the Response to Intervention system and Multi-Tiered System.   **Root Cause:** As we continue to address unfinished learning and learning loss, we need to ensure our processes (goal setting, progress monitoring, intervention) in the RtI/MTSS system are completed with fidelity.

Problem Statement 3: Based on the 2022 Accountability Report, our ELL students showed an increase in academic performance; however, they scored slightly below all other groups in Reading and Math.   **Root Cause:** Teachers should use more hands-on activities, technology, and differentiated instruction to connect with ELL students students to the content and enhance motivation, engagement, and increase performance.

Problem Statement 4: There is a need to learn more about sheltered instruction strategies to support our Emergent Bilingual learners.   **Root Cause:** Educators report a need for more research-based instructional strategies to help support learners who are learning the English language.

School Processes & Programs

School Processes & Programs Summary

Springridge Elementary has highly effective teams. The Administrative team consists of the Principal, the Assistant Principal, and the Counselor.

The Instructional team consists of the Instructional Coach, Campus, Instructional Specialists/EL Campus Contact, Lead Teachers, and Literacy/Math Interventionist.

Each team meets weekly to plan and analyze data to improve student achievement.

Systems in place are monitored and adjusted on a consistent basis to impact both teacher effectiveness and scholar growth. A focus on instructional best practices, gap areas and identification of root causes forms the basis for improvement in the scope and sequence curriculum document. Data driven decisions for improvement in scope and sequenced curriculum and instructional methodologies are based on state and local assessments and campus walkthrough data.

Embedded professional development, increased use of scope and sequence curriculum, and analysis of data will continue to provide the basis for monitoring accountability progress at Springridge Elementary.

Assessment plays a major role in decision-making and take on many different forms at Springridge Elementary.

Authentic assessments drive us to improve, innovate, and develop action plans based on strategic goals. The campus is committed to offer much room for new learning and changes in the written, taught, and assessed curriculum areas. Student engagement, rigorous coursework, relevance in learning, innovative educational strategies, and increased use of accessible technologies are the five goal areas. The driver for all five goals has been identified as alignment of instructional processes and educational resources to meet rigorous standards and will be the focus area in 2021-2022.

Campus level dis-aggregation is dependent upon the plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second-grade focus upon mClass and MAP, as well as campus and district assessment.

Third through fifth-grade focus on STAAR, MAP, and campus/district assessments. Special courses and programs such as physical education, music, special education, dyslexia, and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.

Student progress is monitored as prescribed by the intervention at 4-9-week intervals depending on individual students' needs. The MTSS committee meetings are held once each three weeks during professional learning time. The data from campus and district assessments are used to identify students that are performing below grade level. Questions are asked about what is being done to address these students' needs. Are they making progress? What interventions/accelerations are being used? What parent communication is being conducted?

These meetings are held by the teachers and the Principal and/or Assistant Principal. Student Data Meetings are held every six to nine weeks to review intervention data and student progress.

Data has shown that after-school tutoring has made little progress, so a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day is in place. For the last four years, the campus implemented I Time" for all staff and students.

This daily, 30-minute time period is designated for prescriptive intervention based on individual student needs. The campus critically analyzed the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Campus long-range plans, policies and procedures, and safety issues are communicated to both the parents and community members in order to assist their campus in providing a positive culture and climate.

Parents are strongly encouraged to get involved in volunteering opportunities. Concerns are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve concerns that affect school culture and climate. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation. Intentional academic focuses and processes will be implemented to increase the fidelity of curriculum implementation, instructional best practices, programs, processes, and procedures for compliance. All decisions regarding professional development, programs, and practices are based upon the needs identified in this improvement plan.

Staff will be more involved in student-centered committees that promote the positive school climate and culture that exists at Springridge Elementary. More clubs and organizations will be added to the school this year to enhance the learning environment for scholars. A system for monitoring the attendance of scholars will be refined this school year yielding a higher impact on student achievement. Attendance incentives for scholars, classes, grade levels, and staff will be implemented.

School Processes & Programs Strengths

Springridge Elementary has an experienced administrative and teaching staff. The administrative team coaches and guides staff to make the best instructional plans for individual scholar growth and achievement. Components such as daily classroom schedules, discipline, curriculum, and interventions are strategically planned to meet the needs of all scholars. If some instructional programs, schedules, or interventions are not working, the team at Springridge monitors and adjusts to meet the needs of the staff, the scholars, and the community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to identify and align practices supporting equity, equality, and inclusion   **Root Cause:** There is a need for systemic knowledge and understanding of how equity, equality, and inclusion impact others.

Problem Statement 2: There is a need to utilize both qualitative and quantitative data to identify learner needs and make instructional decision   **Root Cause:** Due to COVID-19 and the many changes and transitions it caused for learners, educators are working to identify learning gaps to target and needed areas for intervention.

Problem Statement 3: There is a need to streamline our processes within the Response to Intervention system and Multi-Tiered System.   **Root Cause:** As we continue to address unfinished learning and learning loss, we need to ensure our processes (goal setting, progress monitoring, intervention) in the RtI/MTSS system are completed with fidelity.

Perceptions

Perceptions Summary

The district's Core Value is Every Child, Every Day. As a campus, we continue to use these values to guide our vision and center our work. We focus on Relationships, Engagement, Great Teaching, and Redefining Success.

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.

Engagement: We value collective engagement that positively impacts the lives of our children and our world.

Great Teaching: We value great teaching because we believe it is the key to deep learning.

Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

Springridge Elementary embraces the understanding that ALL scholars matter. We have a shared vision that ALL scholars can learn and deserve a positive learning climate where they are challenged to succeed every day. The staff created the vision together and are committed to helping students learn and grow as they continue to set goals in their own learning. Students are taught schoolwide expectations throughout the school year in a systematic format involving all stakeholders.

Perceptions Strengths

- We value collective engagement.
- We value great teaching.
- We value authentic relationships.
- We value each individual's contribution.
- We have a high focus on learning for all.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to identify and align practices supporting equity, equality, and inclusion   **Root Cause:** There is a need for systemic knowledge and understanding of how equity, equality, and inclusion impact others.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results
- Other additional data

Goals
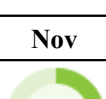
Revised/Approved: October 12, 2023

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: Align the RISD Learner Growth Experience and T-TESS rubric dimensions (staff goal strands)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Align teacher goals to the Learner Growth Experience. **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	**Nov**	**Jan**	**Mar**	**June**
	50%	75%	85%	
Strategy 2 Details	Reviews			
Strategy 2: Develop grade-level indicator progression for the RISD Graduate Profile including exemplars to increase alignment when supporting students in goal setting and growth towards goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Align grade-level student goals to the RISD Graduate Profile. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Instructional Support Staff **Title I:** 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**
	50%	70%	85%	

Strategy 3 Details	**Reviews**			
Strategy 3: Develop progress monitoring timelines and systems to monitor data and utilize systems for students to set and track goals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Track student goals to monitor and measure progress which can be utilized by teachers and shared with parents strengthening parent engagement. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Instructional Support Staff **Title I:** 2.4, 2.6	50%	80%	85%	

Strategy 4 Details	**Reviews**			
Strategy 4: State Comp Ed funds will be used to purchase educational technology and resources that support personalized learning and student engagement. In addition, state comp ed funds will be used to provide extended learning opportunities beyond the regular school day or year. This can include after-school programs, summer school, or enrichment activities designed to boost student achievement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement as measured on STAAR and MAP as well as a greater number of students demonstrating mastery of grade-level content. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Instructional Support Staff	50%	80%	100%	

Strategy 5 Details	**Reviews**			
Strategy 5: The campus instructional leadership team will conduct a thorough needs assessment to identify the specific challenges, strengths, and areas of improvement for our economically disadvantaged students to strategically address the ten components of Title I and plan ongoing, targeted professional development for educators to enhance their capacity to meet the diverse needs of economically disadvantaged students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To provide equitable access to high-quality education, close achievement gaps, and ensure that all students reach proficiency in academic standards and graduate college and career-ready. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Instructional Support Staff	50%	80%	100%	

Strategy 6 Details	**Reviews**			
Strategy 6: Establish and implement a clear and consistent discipline management plan at Springridge Elementary that promotes a safe, inclusive, and respectful learning environment for all students and staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduce disciplinary incidents, improve the school climate, and support the social and emotional well-being of students while fostering a positive school culture. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals	50%	80%	90%	

Strategy 7 Details	Reviews			
Strategy 7: Implement state-required bullying prevention requirements consistent with Board policies and procedures. See Appendix A. **Strategy's Expected Result/Impact:** Reduce disciplinary incidents, improve the school climate, enhance awareness, and support the social and emotional well-being of students while fostering a positive school culture. **Staff Responsible for Monitoring:** Campus Administrators, Counselor	Formative			Summative
	Nov	Jan	Mar	June
	50%	80%	100%	

Strategy 8 Details	Reviews			
Strategy 8: Ensure educators teach and administratively verify that all Too Good For Drug Lessons are taught. **Strategy's Expected Result/Impact:** Reduce disciplinary incidents, improve the school climate, enhance awareness, and support the social and emotional well-being of students while fostering a positive school culture. **Staff Responsible for Monitoring:** Campus Administrators, Counselor, Teachers	Formative			Summative
	Nov	Jan	Mar	June
	50%	80%	100%	

Strategy 9 Details	Reviews			
Strategy 9: To develop and implement an effective communication plan aimed at informing and engaging parents regarding the issue of bullying. **Strategy's Expected Result/Impact:** To create a collaborative partnership with parents to raise awareness, provide resources, and promote a safe and inclusive school environment where all students feel protected and supported. **Staff Responsible for Monitoring:** Campus Administrators, Counselor	Formative			Summative
	Nov	Jan	Mar	June
	50%	80%	100%	

Strategy 10 Details	Reviews			
Strategy 10: To develop and implement a comprehensive internet safety and digital citizenship program at Springridge Elementary that empowers students with the knowledge, skills, and ethical values necessary to thrive in the digital age while staying safe online. **Strategy's Expected Result/Impact:** Foster responsible digital citizens who can confidently navigate the digital landscape, make informed decisions, and contribute positively to the online community." **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Instructional Support Staff	Formative			Summative
	Nov	Jan	Mar	June
	45%	80%	100%	

Strategy 11 Details	Reviews			
Strategy 11: Monitor student data reports to monitor immunization compliance of the student body. **Strategy's Expected Result/Impact:** Ensure that the school is in full compliance with state and local immunization laws and regulations. Compliance helps avoid legal issues and ensures the school's eligibility for government programs and funding. **Staff Responsible for Monitoring:** Campus Administrators, Nurse	Formative			Summative
	Nov	Jan	Mar	June
	70%	80%	100%	

Strategy 12 Details	**Reviews**			

Strategy 12: Continue Campus Pathways to Equity implementation to identify gaps as areas of opportunity to focus on for 2023-24: sped/discipline, academic achievement, club participation, parent engagement, etc.
  Strategy's Expected Result/Impact: Improved student achievement and engagement
  Staff Responsible for Monitoring: Campus Administrators, Campus Equity Liaison
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%	75%	100%	

Strategy 13 Details	**Reviews**			

Strategy 13: 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: Campus staff will be prepared to respond quickly if a cardiac event should occur on campus.
  Staff Responsible for Monitoring: Campus Administrators, Nurse
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	55%	80%	100%	

Strategy 14 Details	**Reviews**			

Strategy 14: Create transition strategies/plans for elementary school to junior high school.
  Strategy's Expected Result/Impact: Ease the academic, social, and emotional transition process, ensuring that students arrive at junior high school ready to thrive academically and emotionally.
  Staff Responsible for Monitoring: Campus Administrators, Counselor
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	55%	80%	100%	

Strategy 15 Details	**Reviews**			

Strategy 15: Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY.
  Strategy's Expected Result/Impact: Continuously monitor student progress throughout the school year, tracking growth at regular intervals to ensure students are on track to meet their growth targets and be able to provide targeted interventions and additional support to students who are not on track to meet their growth targets. This may include one-on-one tutoring, small-group instruction, or specialized programs.
  Staff Responsible for Monitoring: Campus Administrators, Teachers, Instructional Support Staff
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%	80%	80%	

Strategy 16 Details	**Reviews**			

Strategy 16: Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics.
  Strategy's Expected Result/Impact: Demonstrate substantial academic progress for all students, ensuring that they are on track to meet or exceed grade-level expectations.
  Staff Responsible for Monitoring: Campus Administrators, Teachers, Instructional Support Staff
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%	80%	80%	

Strategy 17 Details	Reviews			
Strategy 17: Address and increase STAAR performance for 3rd-grade students in Reading and Math per BOT goals	Formative			Summative
Strategy's Expected Result/Impact: Demonstrate substantial academic progress for all students, ensuring that they are on track to meet or exceed grade-level expectations. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Instructional Support Staff	Nov	Jan	Mar	June
	65%	80%	90%	

Strategy 18 Details	Reviews			
Strategy 18: Set individualized growth targets for each student based on their BOY and MOY assessment results. These targets should be ambitious but achievable and aligned with grade-level expectations.	Formative			Summative
Strategy's Expected Result/Impact: Implement differentiated instruction strategies to address the unique needs and learning styles of each student. Tailor teaching methods and materials to support student growth. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Instructional Support Staff	Nov	Jan	Mar	June
	55%	80%	100%	

Strategy 19 Details	Reviews			
Strategy 19: Conduct a comprehensive needs assessment at the beginning of the school year and periodically throughout the year. This assessment will involve surveys, focus groups, individual interviews, and data analysis to gather input from teachers, campus leaders, and other stakeholders.	Formative			Summative
Strategy's Expected Result/Impact: Identify in a timely manner teachers' and campus leaders' professional needs, and provide suitable learning opportunities or resources. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Instructional Support Staff	Nov	Jan	Mar	June
	50%	80%	90%	

Strategy 20 Details	Reviews			
Strategy 20: The 2022-23 attendance rate ranged between 93% and below 96%. To improve on this rate for the 2023-24 academic year, the goal is to achieve an attendance rate of at least 96.5% or higher. This target represents an increase of at least 0.5 percentage points over the previous year's attendance rate.	Formative			Summative
Strategy's Expected Result/Impact: Implementing strategies to promote regular attendance, addressing potential barriers to attendance, and fostering a supportive and engaging learning environment. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Student Data Specialist, Parents, Counselor	Nov	Jan	Mar	June
	60%	80%	90%	

Strategy 21 Details	Reviews			
Strategy 21: Identify and progress monitor elementary students in need of intensive intervention in reading, math, behavior, and speech using Branching Minds.	Formative			Summative
Strategy's Expected Result/Impact: Implement differentiated instruction strategies to address the unique needs and learning styles of each student. Tailor teaching methods and materials to support student growth. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Instructional Support Staff	Nov	Jan	Mar	June
	50%	80%	85%	

Strategy 22 Details	Reviews			
Strategy 22: Campuses 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Demonstrate significant academic growth for students in Reading and Mathematics, ensuring that they are making substantial progress throughout the school year and are well-prepared to meet or exceed grade-level expectations. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Instructional Support Staff	55%	80%	90%	

Strategy 23 Details	Reviews			
Strategy 23: Form a school Threat Assessment Team and conduct training as specified in Texas Education Code 37.115	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide a proactive, evidence-based approach to identifying individuals who may pose a threat and provide interventions before a violent incident occurs. **Staff Responsible for Monitoring:** Campus Administrators, Counselor	50%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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: Collaborate with the Human Resources department and actively participate in teacher job fairs to enhance our school's recruitment strategies. The objective is to provide competitive compensation, incentives, and benefits that will attract and retain high-quality and diverse teachers and staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the retention rate by 15% and diversify our teaching staff by hiring at least three teachers from underrepresented backgrounds within the next academic year. Progress will be measured quarterly through retention rates and hiring demographics, ensuring our school community thrives with talented and diverse educators **Staff Responsible for Monitoring:** Campus Administrators	35%	50%	90%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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: Establish a robust professional development program that offers ongoing training, mentorship, and growth opportunities for all staff members. Focus on differentiated and personalized learning paths.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Attracting and retaining the best educators and staff members who will inspire and empower our students to achieve their full potential. **Staff Responsible for Monitoring:** Campus Administration	50%	80%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Utilize RISD Teacher Competencies to recruit, interview, and support highly qualified and diverse teachers and staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve teacher retention and diverse demographic representation in SRE hiring. **Staff Responsible for Monitoring:** Campus Administrators	50%	70%	90%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

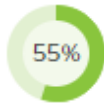| Strategy 1 Details	Reviews			

Strategy 1: Identify instructional opportunities in curriculum documents for the defined priority goal strands for staff and students.
    Strategy's Expected Result/Impact: Provide students and staff with exemplars that align with goal strands for use in goal setting.
    Staff Responsible for Monitoring: Campus Administrators, Instructional Coach
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%	80%	90%	

Strategy 2 Details	Reviews			

Strategy 2: Embed Lead4ward and targeted student experiences into curriculum documents, & utilize ELLevation Strategies as a resource to provide content-based language instruction to EBs and students and high-quality instruction to all students.
    Strategy's Expected Result/Impact: Increase student engagement
    Staff Responsible for Monitoring: Campus Administrators, Instructional Coach
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	55%	80%	90%	

Strategy 3 Details	Reviews			

Strategy 3: Transition to ESL content-based model in K-6 grades. Linguistic Acquisition Teachers will support with ELLevation strategies and ensure all ESL and content teachers progress, monitor, and adjust to meet the needs of students (and
actively utilize intervention resources to address student needs).
    Strategy's Expected Result/Impact: Build the capacity of teachers to meet the needs of our EB students.
    Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Teachers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%	80%	90%	

Strategy 4 Details	Reviews			

Strategy 4: Identify, train, implement, and monitor instructional tools and resources that will ensure students with disabilities meet their individual growth goals and make progress in the general education curriculum
    Strategy's Expected Result/Impact: Supplemental instructional tools will be selected. Staff responsible for implementation will receive appropriate training and monitor student participation and progress.
    Staff Responsible for Monitoring: Campus Administrators, Special Education Team
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: AVID grades 3rd-6th will incorporate WICOR strategies within their unit lessons. to increase student engagement. These methods make learning more interactive and relevant, which can lead to increased motivation and participation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: These methods make learning more interactive and relevant, which can lead to increased motivation and participation. When teachers across different subjects integrate WICOR strategies into their lesson plans, it creates consistency in expectations for students. Students learn how to apply these skills across all their classes, reinforcing their development. **Staff Responsible for Monitoring:** Campus Administrators, Campus AVID Coordinator, Teachers, and Instructional Coach **Title I:** 2.6	50%	60%	100%	

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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: Implementation of the district learning framework through Professional Learning Communities (PLCs), walkthroughs, and assessment data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Enhance educational outcomes and student achievement by fostering a collaborative, data-informed, and reflective culture within the district.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators	50%	80%	90%	

Strategy 2 Details	Reviews			
Strategy 2: The Campus Instructional Leadership team and staff will attend the Solution Tree -PLC At Work Institute conference.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The Campus Instructional Leadership team will increase their effectiveness in the PLC process to streamline our planning with teachers to enhance student learning outcomes by aligning instructional practices with the district learning framework.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators, Instructional Support Staff	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Utilize district wide professional development days and early release days to support and train teachers on the Learner Growth Experience.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create a culture of continuous professional development by providing opportunities for teachers to engage in ongoing learning and improvement. PLCs can serve as a platform for teachers to build their skills and knowledge.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators	50%	80%	90%	

Strategy 4 Details	Reviews			
Strategy 4: Provide campus-specific professional development based on instructional needs to enhance the effectiveness of educators and improve student outcomes at the individual school or campus level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Foster a culture of continuous learning and improvement within the school or campus. Encourage educators to take ownership of their professional growth.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators	55%	80%	90%	

Strategy 5 Details	Reviews			

Strategy 5: Provide GT and other advanced learners with a continuum of instruction through advanced learning opportunities and extensions.
    Strategy's Expected Result/Impact: Gifted and Talented (GT) students will receive differentiated, challenging, and enriching learning experiences that foster their individual talents, critical thinking, and academic growth.
    Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Teachers
	Formative			Summative

	Nov	Jan	Mar	June
	50%	80%	90%	

Strategy 6 Details	Reviews			

Strategy 6: Plan for iTeam on-campus support and professional learning in identified areas of growth in the BrightBytes Survey.
    Strategy's Expected Result/Impact: Enhance the digital literacy skills of both educators and students.
    Staff Responsible for Monitoring: Campus Administrators, iTeam Liaisons
	Formative			Summative

	Nov	Jan	Mar	June
	50%	100%	100%	

Strategy 7 Details	Reviews			

Strategy 7: Plan for at least three days of iTeam support facilitating learning with technology in support of the Learning Framework
    Strategy's Expected Result/Impact: Enhance the digital literacy skills of both educators and students.
    Staff Responsible for Monitoring: Campus Administrators, iTeam Liaisons
	Formative			Summative

	Nov	Jan	Mar	June
	50%	100%	100%	

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

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)
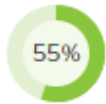
Strategy 1 Details		Reviews		
Strategy 1: Provide career inspiration, exploration, and discovery in Pre-K - 6th grades.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased awareness of career opportunities and increased awareness of career programming		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselor		50%	80%	90%	
0% No Progress	100% 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			
Strategy 1: Form a Family Engagement Committee comprised of parents, teachers, administrators, and community members. This committee will play a central role in designing and implementing family engagement initiatives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Promote meaningful engagement between families and the school community, and enhance student success through collaborative efforts. **Staff Responsible for Monitoring:** Campus Administrators	40%	80%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Develop clear and accessible communication channels, including newsletters, social media platforms, and a dedicated section on the school's website, to regularly share information and updates with families.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Promote meaningful engagement between families and the school community, and enhance student success through collaborative efforts. **Staff Responsible for Monitoring:** Campus Administrators	50%	80%	90%	

Strategy 3 Details	Reviews			
Strategy 3: Offer workshops and training sessions that address various aspects of parenting, including supporting academic success, understanding curriculum and assessments, and promoting social-emotional well-being.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Promote meaningful engagement between families and the school community, and enhance student success through collaborative efforts. **Staff Responsible for Monitoring:** Campus Administrators	55%	80%	90%	

Strategy 4 Details	Reviews			
Strategy 4: Collaboratively create a Family-School Compact that outlines the shared responsibilities of families and the school in supporting students' learning and success. This compact can serve as a guiding document. **Strategy's Expected Result/Impact:** Promote meaningful engagement between families and the school community, and enhance student success through collaborative efforts. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
	50%	80%	90%	

Strategy 5 Details	Reviews			
Strategy 5: Schedule regular parent-teacher conferences and make them more accessible by offering flexible timing and virtual options. Encourage open dialogue about student progress and goals. **Strategy's Expected Result/Impact:** Promote meaningful engagement between families and the school community, and enhance student success through collaborative efforts. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.5, 4.2	Formative			Summative
	Nov	Jan	Mar	June
	50%	80%	90%	

Strategy 6 Details	Reviews			
Strategy 6: Organize family engagement events, such as family nights, cultural celebrations, and academic showcases, to build a sense of belonging and strengthen the school community. **Strategy's Expected Result/Impact:** Promote meaningful engagement between families and the school community, and enhance student success through collaborative efforts. **Staff Responsible for Monitoring:** Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
	50%	80%	90%	

Strategy 7 Details	Reviews			
Strategy 7: Ensure that family engagement initiatives are inclusive of diverse backgrounds, languages, and cultures. Provide translation and interpretation services as needed. **Strategy's Expected Result/Impact:** Promote meaningful engagement between families and the school community, and enhance student success through collaborative efforts. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 4.2	Formative			Summative
	Nov	Jan	Mar	June
	55%	80%	90%	

Strategy 8 Details	Reviews			
Strategy 8: Design, deliver, and monitor implementation of required Title 1 Training and Family Engagement opportunities at Springridge Elementary.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: By following this plan, you can design, deliver, and monitor the implementation of required Title 1 training and family engagement opportunities effectively. This will not only help meet compliance requirements but also strengthen the school-family partnership, ultimately benefiting student success. **Staff Responsible for Monitoring:** All Staff	55%	100%	100%	

Strategy 9 Details	Reviews			
Strategy 9: Collaborate on long-term planning to ensure the sustainability and growth of the partnership and PTA involvement in the school community.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Maintain and strengthen the partnership with the local PTA unit, ultimately increasing PTA membership and participation. This collaboration will contribute to a more engaged and supportive school community, benefiting both students and the overall educational experience. **Staff Responsible for Monitoring:** All Staff	50%	80%	90%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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: Collaborate with Facility Services and the Energy & Sustainability Department to optimize building/campus energy use in an effort to align with the District's Energy Management Plan and lower overall energy consumption.
    Strategy's Expected Result/Impact: Optimize building and campus energy use, reduce energy consumption, and align with the District's Energy Management Plan for a more sustainable and efficient educational environment.
    Staff Responsible for Monitoring: Campus Administrator
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	30%	80%	85%	

Strategy 2 Details	Reviews			

Strategy 2: We will create a plan with specific dates to ensure all employees receive training on proper money-handling procedures; manage and monitor the budget throughout the year.
    Strategy's Expected Result/Impact: Ensure all employees receive training on proper money-handling procedures and that your budget is effectively managed and monitored throughout the year, promoting financial accountability and compliance.
    Staff Responsible for Monitoring: Campus Administrator, Office Manager, Teachers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%	100%	100%	

Strategy 3 Details	Reviews			

Strategy 3: To identify and secure additional funding sources that will enable us to enhance campus initiatives and provide the necessary resources for the continuous improvement of our school.
    Strategy's Expected Result/Impact: Proactively identify additional funding sources to support campus initiatives, which will contribute to the growth, improvement, and success of your school's programs and projects.
    Staff Responsible for Monitoring: Campus Administrator, Office Manager, Teachers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%	65%	90%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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: Implement safety protocols, " I Know What to Do Days", and complete monthly safety drills or emergency procedures. Communicate safety drills to families in the weekly newsletter and through Blackboard Connect. **Strategy's Expected Result/Impact:** Students and parents feel the school is safe and prepared for emergencies. **Staff Responsible for Monitoring:** All staff		**Formative**			**Summative**
		Nov	Jan	Mar	June
		50%	80%	90%	
Strategy 2 Details		Reviews			
Strategy 2: To ensure the safety of students and maintain the privacy of student information by training staff on security measures and implementing visitor check-in procedures through the Raptor system. **Strategy's Expected Result/Impact:** Maintain a safe and secure educational environment. **Staff Responsible for Monitoring:** All Staff		**Formative**			**Summative**
		Nov	Jan	Mar	June
		50%	100%	100%	
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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: Develop or acquire comprehensive cyber security compliance training materials, including online modules, video tutorials, or written guides. Customize training content to address the unique needs and roles of different staff members.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Protect sensitive information, maintain data security, and reduce the risk of cyber threats. **Staff Responsible for Monitoring:** All Staff	55%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		