Richardson Independent School District

District Improvement Plan

2023-2024

Mission Statement

True North Goal:

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

Vision

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

Values

Beliefs:

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

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

- That education is an effective tool that can prepare every student in RISD for life after high school, including teaching life skills.

- Every student in RISD will have the capability and desire to learn and rise to the level of expectations for individual success.

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Comprehensive Needs Assessment

District Processes & Programs

District Processes & Programs Summary

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

- Advanced Academics
- Athletics
- Career and Technical Education,
- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- JROTC
- Multilingual Services
- Pre-K services
- Response to Intervention
- School Health Advisory Council
- Special Education Services
- Student Services

District Processes & Programs Strengths

At the June 8 meeting, RISD trustees formally approved Strategic Plan 2023, concluding the first phase of the process that began last year. Strategic Plan 2023 provides trustees, staff, teachers, parents, students, and the community with the district's strategic direction and goals for the next four years. The strategic planning process relied heavily on parent, community, and student participation, and is based on achieving key foundational goals like the Board's True North Goal and RISD Graduate Profile.

The board adopted the RISD Graduate Profile in May of 2022 that includes academic, personal and interpersonal competencies that all RISD students should possess upon graduation. Input from over 2500 stakeholders was collected via surveys, focus groups and face-to-face meetings.

Richardson ISD has over 14 committees where district stakeholders convene to support district initiatives and offer guidance on continuous improvement

efforts.

RISD Professional Learning Department partners with internal colleagues to support new hires, adult learning, TTESS and other programs aimed to positively impact student achievement by offering valuable professional learning and support for staff. (Title II)

RISD Multilingual Services supports the district's 11,000+ emergent bilingual students by providing curriculum, teaching and learning supports that promote bilingualism and biliteracy, academic achievement, and sociocultural competencies. (title III)

RISD promotes a well-rounded education, safe and healthy schools, and student engagement through robust fine arts programming, athletics, career and technical education, culturally responsive environments, and strategic efforts that connect parents and students with RISD resources and opportunities that support growing the whole child. (title IV, Perkins, Title IX)

RISD provides a continuum of programs for students with unique learning needs between the ages of 3 and 21 that assist in their intellectual, developmental, socio/emotional, physical, and communicative growth empowering them to participate successfully in society. (GT, IDEA)

Perceptions

Customer Satisfaction Summary:
RISD is committed to providing a supportive, collaborative and invested culture among students, staff, families and community. In addition to having stakeholders, including community, parents, students and staff, participate in district committees; RISD offers satisfaction surveys at the beginning and end of each school year in addition to ongoing opportunities for feedback via the Let's Talk platform which provides a streamlined platform for internal and external communication.

2022-23 Let's Talk Data (see addendum):
The RISD Let's Talk platform hosted 1430 dialogues between July 1, 2022- May 23, 2023. The district responded to each submission allowing for the item to be "closed". The number of submissions varied across the school year with a peak during August of 2023. Parents or guardians were the highest users of the platform, followed by staff, then students. Individuals submitting an item can select a category for their issue. The concern's category was the highest selection, followed by suggestion and then question.

Perceptions Strengths

End of year teacher climate survey strengths (responses with agree/strongly agree at or above 90%):
Beliefs & Priorities:
- My campus currently bases its actions on the district Core Beliefs.
- The district's Core Beliefs will lead to success.
- I understand my role in implementing the school's key actions.

Culture of Feedback & Support
- My team experiences with colleagues this year helped me improve instruction.

Positive Culture & Environment
- Collaboration is encouraged among staff members at this school.

College Going Culture
- Teachers in this school feel that it is a part of their job to prepare students to succeed.
- Teachers at this school give students feedback to help them understand how to improve.

Satisfaction with Central Office Services
- All departments (Communications, Teaching & Learning, Student Services, Human Resources, Technology, Maintenance & Operations, Accountability & Continuous Improvement, Payroll, Food Services and Transportation) received 90% or higher satisfaction responses

TRS, SEL & PBIS

- TRS Curriculum

- I have the resources I need to implement the TRS curriculum in my classroom.

- Social Emotional Learning

- Thinking about self-efficacy in particular; how confident are you that you can support your student's growth and development through social emotional learning (SEL)? 93%

2022-23 Parent Survey Data:
The end of year parent survey received 1900 responses with the areas below having a satisfaction rate of 85% or higher (agree & strongly agree):

- There is a staff member at school my child can go to for help with a problem.
- Teachers and staff at school believe that all children can learn.
- How useful is the information provided by teachers to help your child?
- To what extent do you think that children enjoy going to your child's school?
- How well do administrators at your child's school create an environment that helps children learn?
- I am kept informed in a timely manner about my child's behavior.
- My child's teachers are available to discuss my child's learning needs.

2022-23 High School Student Engagement & Senor Exit Survey
The end of year high school student survey received 2424 responses with the areas below having a satisfaction rate of 85% or higher (agree & strongly agree):

- I know what to do when an emergency happens at school.
- My teachers believe that I can do well in school.
- There is at least one adult in my school who cares about me.
- I have good friends at school.
- I try to do my best at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Discipline enforced consistently and effectively.

Problem Statement 2: Unruly students disruption to the learning environment.

Problem Statement 3: Morale at campus did not improve.

Problem Statement 4: Lack of college, career & military readiness information communicated to teachers.

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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

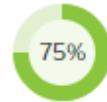- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
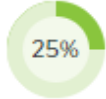- Budgets/entitlements and expenditures data
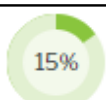- Study of best practices

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
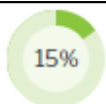
Performance Objective 1: Develop and implement a system to house goals and evidence towards goals and tools for progress measurement.

Strategy 1 Details	Reviews			
Strategy 1: Define priority goal strands for staff and students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide students and staff with goal strands for use in goal setting.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teaching & Learning Human Resources				

Strategy 3 Details	Reviews			
Strategy 3: Develop grade-level indicator progression for the RISD Graduate Profile including exemplars to increase alignment when supporting students in goal setting and growth towards goal.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Align grade-level student goals to the RISD Graduate Profile.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teaching & Learning Instructional Technology				

Strategy 4 Details	Reviews			
Strategy 4: Identify priority data reports to utilize for quantitative academic goals for pioneer campuses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitor student progress toward academic goals.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Intervention Accountability and Continuous Improvement Area Superintendents	50%			
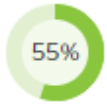
Strategy 5 Details		Reviews			
Strategy 5: Develop progress monitoring timelines and systems to monitor data		Formative			Summative
Strategy's Expected Result/Impact: Monitor qualitative and quantitative data related to student goals. **Staff Responsible for Monitoring:** Principals Area Superintendents Chief of Staff		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Identify Pioneer campuses to serve as pilots for 23-24 school year.		Formative			Summative
Strategy's Expected Result/Impact: Implement growth goal process at selected campuses to strengthen full district implementation in the future. **Staff Responsible for Monitoring:** Superintendent Chief of Staff Area Superintendents		Nov	Jan	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: Utilize technology systems for students to set and track goals.		Formative			Summative
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 Principals Instructional Technology		Nov	Jan	Mar	June
		40%	75%		

Strategy 8 Details		Reviews			
Strategy 8: Create a rubric students can use to reflect and determine when evidence shows growth towards goals.		Formative			Summative
Strategy's Expected Result/Impact: Provide a structure for students to utilize when determining growth towards goals. **Staff Responsible for Monitoring:** Teaching and Learning AVID Instructional Technology **Funding Sources:** - 199 - General Fund		Nov	Jan	Mar	June

Strategy 9 Details		Reviews			
Strategy 9: Provide summer bridge program to support students demonstrating an achievement gap as seen on STAAR		Formative			Summative
Strategy's Expected Result/Impact: Improved student academic performance **Staff Responsible for Monitoring:** Executive Director of Teaching and Learning		Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Create and implement a district wide student leadership team that meets once per month	**Formative**			**Summative**
Strategy's Expected Result/Impact: Grow our student leaders skills to better serve their peers and organizations	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Fine Arts Executive Director of Athletics Area Superintendents Senior Executive Director of Leadership Development and Interventions				

Strategy 11 Details	Reviews			
Strategy 11: Ensure all campuses with an accountability rating of D or F will create and submit a Targeted Improvement Plan (TIP)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student academic growth; Improved accountability rating	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals Area Superintendents Executive Director of Accountability and Continuous Improvement	75%			

Strategy 12 Details	Reviews			
Strategy 12: Use performance assessments and quarterly summative assessments to monitor and evaluate student progress towards mastery of grade level standards	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student performance on state required assessments (STAAR, TELPAS); Review student performance data throughout the year via data meetings	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principals Area Superintendents Executive Director of Accountability and Continuous Improvement	50%			

Strategy 13 Details	Reviews			
Strategy 13: Develop a dashboard to display progress toward goal achievement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify and adopt the appropriate platform for displaying data to display on RISD website	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Director of Accountability and Continuous Improvement Assistant Superintendent of Strategy and Engagement	25%			

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	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Assure effective student monitoring throughout school year **Staff Responsible for Monitoring:** Executive Director of Accountability and Continuous Improvement Director of MTSS Director of Enrichment and Intervention	100%	100%	100%	

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%	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Assure student progress toward north star goal of meeting academic growth measures **Staff Responsible for Monitoring:** Executive Director of Accountability and Continuous Improvement Director of MTSS Director of Intervention and Enrichment	50%			

Strategy 16 Details	Reviews			
Strategy 16: Monitor student performance on STAAR interim assessments and locally created assessments in Reading	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The percent of students at 3rd grade who score at or above meets level or above on STAAR Reading will increase from 49% to 60% by June 2027; the target for all students for 2024 is 53%. **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning Executive Director of Accountability and Continuous Improvement	50%			

Strategy 17 Details	Reviews			
Strategy 17: Monitor student performance on STAAR interim assessments and locally created assessments in Mathematics	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The percent of students at 3rd grade who score at or above meets level or above on STAAR Reading will increase from 43% to 57% by June 2027; the target for all students for 2024 is 48%. **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning Executive Director of Accountability and Continuous Improvement	50%			

Strategy 18 Details	Reviews			
Strategy 18: Ensure all students graduate college and career ready as measured by CCMR	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The percentage of graduates that meet the criteria for CCMR will increase from 55% to 70% by June 2027; the target for all students for 2024 is 60%. **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning Executive Director of Advanced Learning	15%			

Strategy 19 Details	Reviews			
Strategy 19: Pilot a student incentive/recognition program that encourages increased positive attendance using the badging system on Focus **Strategy's Expected Result/Impact:** Improved student attendance **Staff Responsible for Monitoring:** Senior Executive Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 20 Details	Reviews			
Strategy 20: Provide evidence-based substance use prevention and intervention programming through elementary drug prevention education, vaping prevention education, first offenders program for nicotine, marijuana/THC/alcohol and curriculum based support **Strategy's Expected Result/Impact:** Reduced drug and alcohol offenses **Staff Responsible for Monitoring:** Senior Executive Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
	25%			

Strategy 21 Details	Reviews			
Strategy 21: Implement Project Wisdom "beyond the discipline" worksheets K-12 to turn discipline incidents into learning opportunities **Strategy's Expected Result/Impact:** Decreased number of discipline incidents; Decreased repeat discipline offenses **Staff Responsible for Monitoring:** Senior Executive Director of Student Services **Equity Plan**	Formative			Summative
	Nov	Jan	Mar	June
	15%			

Strategy 22 Details	Reviews			
Strategy 22: Implement state required bullying prevention requirements consistent with Board policies and procedures. See Appendix A. **Strategy's Expected Result/Impact:** Decreased bullying incidents **Staff Responsible for Monitoring:** Senior Executive Director of Student Services Area Superintendents Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
	20%			

Strategy 23 Details	Reviews			
Strategy 23: Provide targeted information related to substance use and prevention measures through Live Wise Live Healthy **Strategy's Expected Result/Impact:** Improve understanding of prevention measures; Decrease substance use offenses **Staff Responsible for Monitoring:** Senior Executive Director of Student Services	Formative			Summative
	Nov	Jan	Mar	June
	25%			

Strategy 24 Details	Reviews			
Strategy 24: Create and expand MS dance programming in preparation for the 2024-25 school year during which Lake Highlands learning community will transition to the middle school model	**Formative**			**Summative**
Strategy's Expected Result/Impact: Support middle school transformation **Staff Responsible for Monitoring:** Executive Director of Fine Arts	Nov	Jan	Mar	June

Strategy 25 Details	Reviews			
Strategy 25: Ensure all students have a school/home connection (club, extra curricular, activity, an adult at school)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement with their school **Staff Responsible for Monitoring:** Campus Principals Assistant Superintendent of Administrative Services Area Superintendents	Nov	Jan	Mar	June

Strategy 26 Details	Reviews			
Strategy 26: 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student achievement and engagement **Staff Responsible for Monitoring:** Campus Principals Area Superintendents Executive Director of EDI Chief of Staff **Equity Plan**	Nov	Jan	Mar	June

Strategy 27 Details	Reviews			
Strategy 27: Ensure reports of Title IX violations from students and staff follow policies/guidelines and are implemented appropriately at all campuses and district offices	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation of Title IX investigation requires Continued staff development where appropriate **Staff Responsible for Monitoring:** Executive Director of Title IX Compliance and Investigations Assistant Superintendent of Administrative Services RISD Legal Counsel Senior Executive Director of Student Services	Nov	Jan	Mar	June
	50%			

Strategy 28 Details			Reviews		
Strategy 28: 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: Increased number of students who close gaps in identified areas and reduced number of students needing intensive intervention. (Tier 3) **Staff Responsible for Monitoring:** Leadership and Intervention Chief Executive Director Leadership and Intervention Director MTSS Director Student Services Director Coordinating Director of Special Student Services			Nov	Jan	Mar	June
			50%	60%		

Strategy 29 Details			Reviews		
Strategy 29: Identify and progress monitor secondary students who are in need of support using defined parameters for attendance, behavior, reading and math intensive courses, and course failures using Branching Minds.			**Formative**		**Summative**
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:** Leadership and Intervention Chief Executive Director Leadership and Intervention Director MTSS Director Student Services Director			Nov	Jan	Mar	June
			50%	55%		

Strategy 30 Details			Reviews		
Strategy 30: 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**
Strategy's Expected Result/Impact: Increased student achievement as measured on STAAR/EOC and MAP as well as greater number of students demonstrating mastery of grade level content. **Staff Responsible for Monitoring:** Leadership and Intervention Chief Executive Director Leadership and Intervention Director Director of MTSS Directors of math, reading, social studies and science			Nov	Jan	Mar	June
			35%	50%		

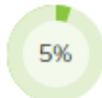| Strategy 31 Details	Reviews			
	Formative			Summative
Strategy 31: Form District Threat Assessment Team (DTAT) and conduct training as specified in Texas Education Code 37.115	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs **Staff Responsible for Monitoring:** Executive Director of Title IX Compliance and Investigations Assistant Superintendent of Administrative Services Area Superintendents Chief of Staff Principals	50%			

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

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: Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff.
    Strategy's Expected Result/Impact: Increase employee/teacher retention rates by 5%
    Staff Responsible for Monitoring: Asst. Supt. of HR, Finance & Support Services, Executive Directors of HR, Director of Compensation
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	60%			
Strategy 2 Details	**Reviews**			

Strategy 2: Teacher Incentive Allotment expansion to additional elementary campuses. Design TIA expansion to secondary campuses.
    Strategy's Expected Result/Impact: Increase teacher retention, greater teacher compensation
    Staff Responsible for Monitoring: Asst. Supt. of HR, Executive Director of Professional Learning, Exec. Dir. of Accountability & Continuous Improvement, TIA Specialist, Area Superintendents
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	25%	60%		
Strategy 3 Details	**Reviews**			

Strategy 3: Expanded employee daycare services - Two additional campuses
    Strategy's Expected Result/Impact: Increase employee retention and recruitment. Turnover data decrease by 5%.
    Staff Responsible for Monitoring: Human Resources Department, Coordinating Director of Early Childhood Services
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	N/A			
Strategy 4 Details	**Reviews**			

Strategy 4: Research and develop proposed models and guidelines for innovative elementary planning.
    Strategy's Expected Result/Impact: Increased positive survey responses by 7% regarding time to plan
    Staff Responsible for Monitoring: Asst. Supt. of HR, Executive Directors of HR, Area Superintendents
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	5%			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue
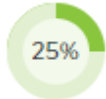
Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 2: Develop and execute innovative plan for employee recruitment.
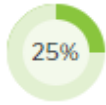
   Evaluation Data Sources: New hire data

Strategy 1 Details	Reviews			
Strategy 1: Create an HR subcommittee to research innovative strategic marketing/promotional ideas and provide recommendations for the HR team.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Articulated plan for recruitment based on increased feedback from new and veteran employees. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources, Executive Directors of HR	Nov	Jan	Mar	June
	25%			

Strategy 2 Details	Reviews			
Strategy 2: Research and recommend a recruitment plan for high needs staff areas (Spec. Ed., Bilingual, Alg. 1)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in number of high needs teaching vacancies by 10% **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources, Executive Directors of HR, Strategy & Engagement	Nov	Jan	Mar	June
	50%			

Strategy 3 Details	Reviews			
Strategy 3: Provide Hiring Best Practices training to campus administrators to minimize bias in hiring practices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved hiring practices. Increase diversity of new hires by 15% **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources, Executive Directors of HR, Area Superintendents	Nov	Jan	Mar	June
	30%			

Strategy 4 Details	Reviews			
Strategy 4: Work with Strategy & Engagement to improve RISD website to highlight RISD for new recruits	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased visibility of website, increase number of interactions by 20%. **Staff Responsible for Monitoring:** Assistant Superintendent of Human Resources, Executive Directors of HR, Strategy & Engagement Department	Nov	Jan	Mar	June
	85%	N/A	N/A	

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue
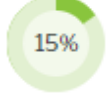
Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

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.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Provide students and staff with exemplars that align to goal strands for use in goal setting.
    Staff Responsible for Monitoring: Teaching and Learning
 	
    Results Driven Accountability				

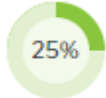| Strategy 2 Details	Reviews			
Strategy 2: Embed Lead4ward and targeted student experiences into curriculum documents, & utilize ELLevation Strategies as a resource to provide content-based language instruction to EBs and high quality instruction to all students .	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Walkthrough analysis
Curriculum documents
Personal growth goals
    Staff Responsible for Monitoring: Executive Director of Teaching and Learning
C&I Directors
Executive Director of Multilingual Education
Director of ESL
Assistant Superintendent Teaching and Learning
 	
    Results Driven Accountability
	25%			

Strategy 3 Details		Reviews			
Strategy 3: HQIM Implementation in K-5 RLA, K-5 Math, Pre-Algebra, and Algebra I at pilot campuses.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Percent increase of student performance (Board Goal) Feedback surveys Walkthrough analysis **Staff Responsible for Monitoring:** Executive Director of Teaching and Learning Director of Pre-K - 12 Math Director of RLA Director of Literacy Assistant Superintendent Teaching and Learning		**Nov**	**Jan**	**Mar**	**June**
		20%			

Strategy 4 Details		Reviews			
Strategy 4: 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 needs of students (and actively utilize intervention resources to address student needs).		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Walkthrough analysis ELLevation usage reports Performance growth goals **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning Executive Director for Multilingual Education Director of ESL Principals **Results Driven Accountability**		50%			

Strategy 5 Details		Reviews			
Strategy 5: Implement one-way and two-way dual language immersion programs with integrity.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in data scores and English/Spanish proficiency level for students participating in program Walkthrough analysis **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning Executive Director for Multilingual Education Principals **Results Driven Accountability**		**Nov**	**Jan**	**Mar**	**June**
		40%			

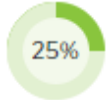| Strategy 6 Details	Reviews			
Strategy 6: Identify, train, implement and monitor instructional tools and resources that will ensure students with disabilities meet their individual growth goals and make progress in general education curriculum. **Strategy's Expected Result/Impact:** Supplemental instructional tools will be selected. Staff responsible for implementation will receive appropriate training and monitor student participation and progress. **Staff Responsible for Monitoring:** Senior Executive Director, Special Student Services	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Ensure high-quality Pre-K through a connected coaching model for Pre-K administrators, campus instructional supports, and the Pre-K department to collaboratively coach all Pre-K teachers. All Pre-K teachers are required to receive 15 hours of direct coaching as described by TEA. **Strategy's Expected Result/Impact:** Pre-K teachers will gain new knowledge and implement teaching strategies which strengthen their foundation of Pre-K Instruction. **Staff Responsible for Monitoring:** Coordinating Director of Early Childhood Services	Formative			Summative
	Nov	Jan	Mar	June
	20%			

Strategy 8 Details	Reviews			
Strategy 8: Research ways to expand access to high-quality Pre-K. **Strategy's Expected Result/Impact:** Identify ways to expand access to high-quality Pre-K. **Staff Responsible for Monitoring:** Coordinating Director of Early Childhood	Formative			Summative
	Nov	Jan	Mar	June
	15%			

Strategy 9 Details	Reviews			
Strategy 9: Provide ongoing instructional support aligned with Instructional Technology's Facilitating Learning with Technology handbook to build teacher knowledge and understanding in implementing research-based best practices that leverage technology. **Strategy's Expected Result/Impact:** Teacher practices reflect awareness of research and strategies for teaching and learning with technology that are aligned the Learning Framework and individual goals. **Staff Responsible for Monitoring:** Assistant Superintendent Technology Executive Director Instructional Technology	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue
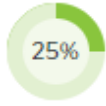
Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

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: Equip campus staff with training on disability awareness, evidence based best practices, and inclusive instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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:** Senior Executive Director of Special Student Services				

Strategy 2 Details	Reviews			
Strategy 2: Utilize districtwide professional development days and early release days to support and train teachers on the Learner Growth Experience.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional development evaluation results Inclusion of strategies in campus plan based on data Walkthrough analysis Personal growth goals **Staff Responsible for Monitoring:** Assistant Superintendent of Teaching and Learning Principals Executive Director of Professional Development	40%	65%		

Strategy 3 Details	Reviews			
Strategy 3: Focused PD on understanding and using learner experiences in daily instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Percent increase of student performance (Board Goal) Teacher survey **Staff Responsible for Monitoring:** Executive Director of Teaching and Learning C&I Directors Assistant Superintendent Teaching and Learning	25%			

Strategy 4 Details	Reviews			
Strategy 4: Establish 1st cohort of RISD campuses receiving training, support, and guidance for implementing Restorative Practices on their campus	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Define and establish best practices that help establish a positive school climate and culture, improve behaviors, strengthen relationships, reduce violence and bullying, restore relationships, and repair harm **Staff Responsible for Monitoring:** Senior Executive Director of Student Services Executive Director of Counseling and Prevention Programming Director of Prevention Programming Student Services Behavior Specialist **Funding Sources:** - 288- Title IV - $3,800	25%			

Strategy 5 Details	Reviews			
Strategy 5: Training of First Year Teachers (DOI) and Instructional Coaches in the district to support instructional methods to ensure effective Tier 1 classroom management strategies	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease in classroom discipline referrals Improved classroom climate Improved instructional practices Improved Domain 3 TTESS score **Staff Responsible for Monitoring:** Executive Director of Professional Learning Senior Executive Director of Leadership Development and Intervention **Funding Sources:** - 255 - Title II - $30,805	45%	60%		

Strategy 6 Details	Reviews			
Strategy 6: Expand "Operation Spot'Em and Got'Em" (closing achievement gaps through course selections) across all junior high campuses and the Class of 2028 for PHS	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ensure equity and close achievement gaps through appropriate course selections with a focus on underserved populations. **Staff Responsible for Monitoring:** Executive Director of Counseling & Prevention Services and Department				

Strategy 7 Details	Reviews			
Strategy 7: Training RISD Teachers on practices to support Refugee Asylee students	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide education and support to school personnel to help them understand the culture of the refugee students in their classrooms and understand best practices for serving refugee families and increase the instructional and cultural competence of teachers **Staff Responsible for Monitoring:** Senior Executive Director of Student Services Refugee Program Services and Learning Administrators Director of Attendance and Truancy **Funding Sources:** - 263 - Title III-A, LEP - Refugee school Impact Grant - $50,000	**Nov** 50%	**Jan**	**Mar**	**June**

Strategy 8 Details	Reviews			
Strategy 8: Provide purposeful, innovative and relevant professional development opportunities for all staff to ensure technology integration that impacts teaching and learning and aligns with individual growth goals of all students and staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Personalized professional learning programing and sessions. Move as a district from Proficient to Advanced in overall measurement in the area of Classroom on the BrightBytes Survey. Customized learning plans based on campus needs assessment (BrightBytes). **Staff Responsible for Monitoring:** Assistant Superintendent of Technology Executive Director of Instructional Technology	25%	60%		

Strategy 9 Details	Reviews			
Strategy 9: Implement districtwide professional development for all front office staff to create a positive experience for both staff, community, and campus personnel.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Personalized professional learning sessions to enhance the understanding of best practices for serving families and increase employee and community experiences when visiting schools. **Staff Responsible for Monitoring:** Executive Director of Equity Diversity and Inclusion Executive Director of Professional Learning Senior Executive Director of Leadership Development and Intervention Human Resources Executive Directors	70%	85%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
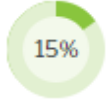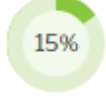
Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

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: Enhance/Increase CTE opportunities for students to become CCMR met	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase number of Seniors who earn an IBC Work Based Experiences	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Superintedent of Teaching & Learning Executive Director of CTE	40%			

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities to increase retention of CTE students, and work to realign the industry based certification calendar to match TEA's phase in of completer status.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Revised IBC Calendar Increase in the number of IBC's tied to CTE concentrators Increase in the number of IBC's tied to CTE Completers Increase retention of CTE students	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Superintedent of Teaching & Learning Executive Director of CTE	40%			

Strategy 3 Details	Reviews			
Strategy 3: Provide career inspiration, exploration, and discovery in Pre-K - 6th grades.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness of career opportunities Increased awareness of career programming	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Superintedent of Teaching & Learning Executive Director of CTE	40%			
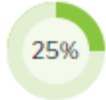
Strategy 4 Details	Reviews			
Strategy 4: Refine enrollment process and increase retention within P-TECH.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in P-TECH enrollment Increase in P-TECH Retention grade to grade Increase in the number of Dallas College graduates **Staff Responsible for Monitoring:** Assistant Superintedent of Teaching & Learning Executive Director of CTE Executive Director of Counseling Services	Nov	Jan	Mar	June
	40%			

Strategy 5 Details	Reviews			
Strategy 5: Provide students varying opportunites to earn college credit hours through Advanced Placement (AP), dual credit and University of Texas OnRamps	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the number of students taking AP exams Increase the number of students eligible for University of Texas OnRamps courses Increase the number of students earning dual credit hours **Staff Responsible for Monitoring:** Assistant Superintedent of Teaching & Learning Executive Director of Advanced Learning	15%			

Strategy 6 Details	Reviews			
Strategy 6: Expand supports for students to particiapte in a district funded college entrance exam through TSIA2 and ACT testing.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the number of students participating in tests. Increase the supports for students to prepare for testing. **Staff Responsible for Monitoring:** Assistant Superintedent of Teaching & Learning Executive Director of Advanced Learning	15%			

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: Increase volunteer hours from 3,300 to 4,000 to support district's North Star Goal, Graduate Profile and We Read programs.
 	
    Strategy's Expected Result/Impact: Increase in number of volunteers supporting RISD. Increase in student performance for We Read campuses.
    Staff Responsible for Monitoring: Asst. Superintendent, Strategy & Engagement; Director of Community Engagement
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**
		30%	40%		

Strategy 2 Details		Reviews			

Strategy 2: Research, develop, and implement a district Family Engagement framework that includes high impact vs. low impact opportunities as well as connections to student growth goals.
 	
    Strategy's Expected Result/Impact: Increase in parent and family engagement as reported by classroom teachers in EOY climate survey.
    Staff Responsible for Monitoring: Asst. Superintendent, Strategy & Engagement, Exec. Dir., EDI
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**
		30%	50%		

Strategy 3 Details		Reviews			

Strategy 3: Design, deliver and monitor implementation of required Title 1 Trainings and Family Engagement opportunities at respective campuses.
 	
    Strategy's Expected Result/Impact: Compliance with Title 1 rules and regulations.
    Staff Responsible for Monitoring: Exec. Dir, EDI; Parent and Family Engagement Coordinator
		Formative			**Summative**

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

Strategy 4 Details		Reviews			

Strategy 4: Design and implement a communications and marketing plan to support increasing and expanding family engagement efforts with a focus on implementation of Individual Growth Goal 1.
 	
    Strategy's Expected Result/Impact: Increase in family engagement as reported by staff in district and parent surveys.
    Staff Responsible for Monitoring: Asst. Superintendent, Strategy & Engagement; Exec. Dir., EDI
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**
		35%	50%		

Strategy 5 Details	Reviews			
Strategy 5: Expand district committee opportunities to support increased and more meaningful engagement with parents and other community partners. Examples include SHAC, DPC, and Calendar Committees, etc. **Strategy's Expected Result/Impact:** Increase in the number of participants in district committee opportunities. **Staff Responsible for Monitoring:** Chief of Staff, Asst. Supt. of Strategy & Engagement.	Formative			Summative
	Nov	Jan	Mar	June
	25%	70%		

Strategy 6 Details	Reviews			
Strategy 6: Ensure campus employees are equipped to share campus and district community and family engagement opportunities through implementation of a key internal communicator program. **Strategy's Expected Result/Impact:** Increased connectedness and engagement as reflected on parent and climate survey responses. **Staff Responsible for Monitoring:** Asst. Supt. of S&E, Exec. Dir. of Communications.	Formative			Summative
	Nov	Jan	Mar	June
	25%	50%		

Strategy 7 Details	Reviews			
Strategy 7: Design and implement a district community engagement framework that includes a component for families. **Strategy's Expected Result/Impact:** Increased family engagement as reported on campus and district surveys. **Staff Responsible for Monitoring:** Asst. Supt. of Strategy & Engagement; Director, Community Engagement	Formative			Summative
	Nov	Jan	Mar	June
	50%	50%		

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: Begin the process of setting up a District-wide Facility Condition Assessment. Create an RFP to identify a consultant who will handle the assessment, select a qualified firm, and collaborate with internal District stakeholders to develop a comprehensive facility condition assessment study.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Comprehensive report of all identified facilities deficiencies that can be used by the district for future capital replacement planning. **Staff Responsible for Monitoring:** Senior Executive Director, Operations Executive Director of PD&C Director, Maintenance **Funding Sources:** Funding for Consultant - 199 - General Fund - $250,000	25%			

Strategy 2 Details	Reviews			
Strategy 2: Monitor and implement the board-approved District Energy Management Plan to ensure the District maximizes the most efficient energy usage across all facilities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lower energy usage as compared to prior years. **Staff Responsible for Monitoring:** Senior Executive Director, Operations Executive Director, PD&C Director, Energy Management Director, Maintenance	35%			

Strategy 3 Details	Reviews			
Strategy 3: Convene Community Budget Steering Committee (CBSC) to assist with identifying and developing financially sustainable recommendations to address unprecedented financial challenges associated with declining revenue and increased operating costs. CBSC to report results no later than December 14, 2023 meeting of the Board of Trustees.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Creation of a sustainable financial plan that aligns with the Board of Trustees' True North Goal that state: "Every student, teacher, and leader will meet or exceed their academic growth goals" **Staff Responsible for Monitoring:** Assistant Superintendent of Finance and Support Services	N/A			

Strategy 4 Details		Reviews			
Strategy 4: Prepare and present 24-25 budget to Board of Trustees based on the recommendations prepared by the Community Budget Steering Committee.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Creation of a sustainable financial plan that aligns with the Board of Trustees' True North Goal that state: "Every student, teacher, and leader will meet or exceed their academic growth goals" **Staff Responsible for Monitoring:** Assistant Superintendent of Finance and Support Services		**Nov**	**Jan**	**Mar**	**June**

Strategy 5 Details		Reviews			
Strategy 5: Implement an electronic document process for all student cumulative folders..		**Formative**			**Summative**
Strategy's Expected Result/Impact: Cost savings of storage and transport. No physical cumulative folders will be stored on the campus and will no longer be transported from campus to campus. Immediate access to needed data for all departments. **Staff Responsible for Monitoring:** Executive Director of Student Information and Reporting Director SI&R Records Manager		**Nov**	**Jan**	**Mar**	**June**
		25%			

Strategy 6 Details		Reviews			
Strategy 6: Transportation will monitor and adjust response times when necessary on any route throughout the district.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will not be on a bus longer than 55 minutes for any one-way route. **Staff Responsible for Monitoring:** Executive Director, Transportation Assistant Director, Transportation Senior Executive Director, Operations		**Nov**	**Jan**	**Mar**	**June**
		25%			

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
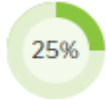
Strategy 1 Details	Reviews			
Strategy 1: Hire an Executive Chef on the Child Nutrition Team to help create healthy and tasty meals all students can enjoy daily and assist in training staff on current culinary techniques	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: New menu items **Staff Responsible for Monitoring:** Executive Director, Child Nutrition Senior Executive Director, Operations **Funding Sources:** One FTE - 199 - General Fund - Child Nutrition Fund	25%			

Strategy 2 Details	Reviews			
Strategy 2: Ensure a high level of facilities management and provide consistency for all learning environments	**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintain an approval rating of 95% or higher on staff and student climate surveys regarding a quality learning environment	**Nov**	**Jan**	**Mar**	**June**
Reduction in KPI's such as 'Number of Days Outstanding' work orders and 'Repeat' work orders submitted through the TMA system **Staff Responsible for Monitoring:** Senior Executive Director, Operations Director of Maintenance Director of Grounds Director of Custodial Director of Energy & Sustainability	25%			

Strategy 3 Details	Reviews			
Strategy 3: Continue to reinforce "I Know What to Do Day" (LiveWiseLiveHealthy)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Feedback from staff, students and parents	**Nov**	**Jan**	**Mar**	**June**
Positive increase on staff, student and parent survey (5%) **Staff Responsible for Monitoring:** Executive Director, Safety & Security Senior Executive Director, Student Services	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Maintain successful compliance of safety and security requirements. Including the addition of Security Officers to comply with HB3.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Texas School Safety Center approval for all requirement elements of our Safety and Security Plan. **Staff Responsible for Monitoring:** Executive Director, Safety & Security Director, Safety & Security Assistant Superintendent, Operations **Funding Sources:** Payroll and Equipment - 288- Title IV - State Safety Funding - $2,500,000	50%			

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: Monitor and maintain the security of the district's technology infrastructure to ensure all staff and student data remains properly secured.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Continue to maintain zero data breaches throughout the year.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Technology Executive Director of Network Services	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Monitor system logs for all critical network services to ensure reliable access is provided to users, and respond immediately to potential vulnerabilities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Quick notification and resolution to district personnel responsible for the systems. Mitigation of cyber threats.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Technology Executive Director of Network Services	25%	50%		

Strategy 3 Details	Reviews			
Strategy 3: All technology workorders will be addressed or resolved in 48 hours.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Technology Support Center IIQ statistics. Campus technician and support (TAs & ETS) logs. Project Meeting agendas/notes.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent of Technology Executive Director of Instructional Technology Operations	25%	50%		

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

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Teacher, School Counselor, Principal, or other District Employee	11/12/2021	Michael Jasso	7/19/2023