

Richardson Independent School District

RISD Academy

2022-2023 Campus Improvement Plan



Mission Statement

To provide a nurturing, positive, sustainable culture that inspires and prepares all stakeholders to connect, learn, grow, and succeed.

Vision

Where ALL scholars are valued, challenged, and encouraged in a caring and collaborative environment.

Value Statement

Respect, Integrity, Service, Determination, Acceptance, Compassion, and Empathy.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

RISD Academy is composed of a diverse population of 730 K-6th grade students. The campus ethnic breakdown is: 90% Hispanic, 5% African American, 3% White 1.1% Asian and .001% Multiracial. Other campus demographics include: 95% Economically disadvantaged, 78% English Learners and 15% Special Education. Attendance rates remain high at 94.3%. RISD Academy maintains a mobility rate of 19.1% for the 2020-2021 school year. RISD Academy continues to maintain focus on our special education and EL populations in local and state assessments. RISD Academy values these diverse students and community populations which result in a rich learning environment to foster the growth of all students.

Demographics Strengths

Overall 83 percent of our Hispanic and African American students approached grade level standards or above in Math.

75 percent of our African American students approached grade level standards in all subjects.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 33% of our Special Education students approached grade level, 6% meet and 2% mastered. **Root Cause:** The high number of minutes in the IEP of our students creates a challenge in meeting the minutes for all our students with a small SPED staff.

Problem Statement 2 (Prioritized): Only 16% of all our students Mastered grade level. **Root Cause:** The focus was geared towards supporting gap closure for our Tier 3 students. Tier 1 instructional practices still are not a level of proficiency to have the impact we expect during our first lesson delivery.

Problem Statement 3: 43% of EL scholars approached grade level, 15% meet, 5% mastered. **Root Cause:** The majority of scholars tested in English but there were instructional challenges related to the implementation of the Bilingual model.

Student Achievement

Student Achievement Summary

RISD Academy is celebrating the overall campus rating of C rating based on the 2019 accountability measures after being identified IR in 2018. We had increases in Performance Indices 1-3. In math overall, the campus increased by 4%. In addition, the African American student population increased by 9%, Hispanic had a 2% increase, Econ Disadvantage increased by 3% and ELL increased by 2%, and ELL M1 and M2 increased by 3%. Reading overall increased by 3%. African American increased 2%, Hispanic increased by 3%, Econ Disadvantaged increased 3%, ELL increased by 1% and ELL M1 and M2 increased by 4%. However, RISD Academy showed a decrease in Writing and Science. RISD Academy will continue to provide strategies and curriculum to address the needs of all students with a focus on Special Education students. The school will also provide professional development for their teachers to support campus goals.

2020-2021 STAAR data provided the campus with a component score of 25.

Student Achievement Strengths

The campus saw growth in the following content areas: 3rd grade Math, 3rd grade Reading (Spanish), 4th grade Math, 5th Grade Math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Student achievement in 4th, 5th and 6th grade reading, 4th grade writing, and 6th grade math.. **Root Cause:** Due to ongoing quarantining throughout the year, there was inconsistent delivery of instruction which also led to disruption of Tier 3 interventions. It was also impacted by virtual learning and the high number of absences from virtual students. In addition, Student progress monitoring was lacking and began late in the year.

School Culture and Climate

School Culture and Climate Summary

RISD Academy students enjoy attending school and generally believe the campus is a safe and nurturing learning environment. The campus behavior management will be sustained through the Positive Behavior Intervention Support (PBIS) as well as Restorative Practices will help support the success of all students. This new behavior management system will help address the concerns of student safety in the hallways, cafeteria and after school. Additionally, As an ACE campus, one of our 5 Big Rocks is Student Culture. All our routines (morning arrival, hallway transitions, common areas and dismissal) are planned, practiced and constantly monitored to ensure our culture is similar across campus.

School Culture and Climate Strengths

Decline in number of office referrals for a total of 77 in 2020-2021. This is a 33% decrease from the 2019-2022 school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Staff turnover (40%) has lead to a need to rebuild/strengthen staff culture and climate while maintaining high expectations for ALL. **Root Cause:** The end of a three year commitment to ACE. Staff that sought a campus or district with less rigorous expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

RISD Academy was identified as an ACE Campus. As an ACE campus all teachers were reconstituted and asked to reapply if they had a desire to return. The ACE campuses created a detailed recruitment procedure targeting high growth teachers to recruit from inside the district. The ACE campuses also utilized a substantial stipend to recruit and retain highly qualified experienced teachers and identified teachers with at least 3 years experience which about 90% meeting that criteria. All of our teachers are State Certified and receive high quality professional development support from outside service providers to develop their skills so they can support students in a Title setting. Our teacher demographic are very similar to our students demographics. For the 2020-2021 Academic year, the interview process was followed with fidelity. All applicants went through a series of steps in order for us to find educators who were the best fit for our scholars. Our staff members are asked to attend a series of training prior to the beginning of the school year to set a strong foundation as a staff and a campus (Bilingual Literacy, Texas Reading Academies, etc).

Staff Quality, Recruitment, and Retention Strengths

Retained teachers were placed in identified areas of strength to continue working toward increasing student achievement/success. Implementation of High Reliability Schools to provide additional structures and expectations to the campus and content areas.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Limited number of candidates that have applied to Richardson ISD which is impacting recruitment and potentially the quality of new hires.
Root Cause: COVID19 has reduced the number of candidates that are applying specifically in the area of Bilingual teachers, experienced teachers, and certified teachers. Being a predominately bilingual campus presents a unique challenge, as there are a very limited number of bilingual candidates that apply.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Richardson ISD is implementing the district's comprehensive plan to direct the design, implementation, monitoring, evaluation and revision of curriculum. RISD Academy teachers are implementing this curriculum on the campus level. Various data sources are utilized regularly to evaluate curriculum delivery, as well as guide decisions of campus leadership support team to support implementation of instruction. Data indicates the need or continued refinement of reading, science and writing and the associated professional development, in order to identify best practices for advancing the progress of English Language Learners, bilingual students, special education students, and students with disabilities. Additional plans to review, reteach, and enrich as well as the utilization of assessment data to inform instructional decisions.

In terms of assessment, as an ACE campus we conduct Weekly Quick Checks and Unit Assessments to evaluate the progress of each individual students on the standards covered during the week or a unit. Based om the data, teachers plan a reteach for the lowest standard for the week and then re-assess to evaluate progress. Additionally teachers conduct a Demonstration of Learning after the lessons to assess student mastery plan support for students who did not master the skill for the day.

For 21-22 the ACE IPC is being tightly aligned with the district IFDs in TRS. I-times are grade level specific to allow for increased push in support from specialists and aides.

Curriculum, Instruction, and Assessment Strengths

Improved alignment between IPC and IFD.

Increased data collection and tracking utiliting Branching Minds.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Tier 3 Interventions **Root Cause:** Not all teachers are at a proficient level of Tier 3 intervention which leads to expectations not being met.

Parent and Community Engagement

Parent and Community Engagement Summary

RISD Academy will continue to focus on making a stronger connection between home and school by providing systemic opportunities for parent engagement such as parent education classes and parent volunteers, school events like PTA monthly meetings, Donuts with Dads, Muffins with Moms. We will also support parent engagement through monthly Town Hall Meetings as well as various curriculum and information nights throughout the year. RISD Academy will continue to partner with the Council of PTA to support an increase in PTA membership, outreach, and involvement on our campus. This year RISD Academy is continuing the partnerships with Watermark Community Church through a program called School Impact, Pierce Woman's League, North Texas Food Bank, Capitol's Bank and Allstate Pilot. Additionally, we will begin Fellowship of Hope Mentor Program for our Tier 3 5th and 6th grade students.

Parent and Community Engagement Strengths

Strong parent involvement in school activities.

Strong support from our community partners.

Very active, AWARD WINNING Community Engagement Specialist.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Increase the number of parent volunteers. **Root Cause:** We need to expand the number of opportunities provided to new and existing parents not a part of our core parent support group.

School Context and Organization

School Context and Organization Summary

RISD Academy follows the district goal "Can't Stop, One Vision" and to focus on growth for all students, teachers, administrators, and personnel. Our school campus is focused on growth goals to include 100% of all of our students to be successful within the timeline established by the state. We build our schedule to maximize instructional time and to provide opportunities for student interventions. Our campus data meetings will be scheduled to focus on student interventions to monitor our campus success with student. Campus needs, with an emphasis on writing and science, are identified and student performance will be monitored every 9 weeks.

School Context and Organization Strengths

70% of our students met academic growth.

81% of our students met academic growth in Math.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Achievement Gap between reading and math **Root Cause:** Students reading proficiency levels

Technology

Technology Summary

Technology is a vital part of being a 21st Century learner. RISD Academy values the integration of technology for both teachers and students. The 2016 Bond allowed us the expansion of technology tools in the classroom and computer labs. During the Fall of 2020, scholars will work virutally from home utilizing technology provided by the district (iPads). At RISD Academy all classrooms have been updated with Interactive Boards and Projectors to allow streaming from classroom devices. Teachers and students utilize the SAMR model to support and increase technology integration within the curriculum.

Technology Strengths

1:1 Technology devices for students

Interactive White Boards in the classroom.

District/Campus provided applications (IXL, MAP, Prodigy, Near Pod, Education Galaxy)

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Frequent disruptions with technology (WIFI down)/Families had challenges with use of hotspots for home connection. **Root Cause:** Challenges with utilizing hotspot technology for regular virtual classroom connection.

Priority Problem Statements

Problem Statement 1: 33% of our Special Education students approached grade level, 6% meet and 2% mastered.

Root Cause 1: The high number of minutes in the IEP of our students creates a challenge in meeting the minutes for all our students with a small SPED staff.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 16% of all our students Mastered grade level.

Root Cause 2: The focus was geared towards supporting gap closure for our Tier 3 students. Tier 1 instructional practices still are not a level of proficiency to have the impact we expect during our first lesson delivery.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student achievement in 4th, 5th and 6th grade reading, 4th grade writing, and 6th grade math..

Root Cause 3: Due to ongoing quarantining throughout the year, there was inconsistent delivery of instruction which also led to disruption of Tier 3 interventions. It was also impacted by virtual learning and the high number of absences from virtual students. In addition, Student progress monitoring was lacking and began late in the year.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Staff turnover (40%) has lead to a need to rebuild/strengthen staff culture and climate while maintaining high expectations for ALL.

Root Cause 4: The end of a three year commitment to ACE. Staff that sought a campus or district with less rigorous expectations.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: Limited number of candidates that have applied to Richardson ISD which is impacting recruitment and potentially the quality of new hires.

Root Cause 5: COVID19 has reduced the number of candidates that are applying specifically in the area of Bilingual teachers, experienced teachers, and certified teachers. Being a predominately bilingual campus presents a unique challenge, as there are a very limited number of bilingual candidates that apply.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: Tier 3 Interventions

Root Cause 6: Not all teachers are at a proficient level of Tier 3 intervention which leads to expectations not being met.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Increase the number of parent volunteers.

Root Cause 7: We need to expand the number of opportunities provided to new and existing parents not a part of our core parent support group.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Achievement Gap between reading and math

Root Cause 8: Students reading proficiency levels

Problem Statement 8 Areas: School Context and Organization

Problem Statement 9: Frequent disruptions with technology (WIFI down)/Families had challenges with use of hotspots for home connection.

Root Cause 9: Challenges with utilizing hotspot technology for regular virtual classroom connection.

Problem Statement 9 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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
- Budgets/entitlements and expenditures data
- Other additional data













Goals

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.

Performance Objective 1: RISD Academy will develop and implement clear and consistent routines and procedures in order to provide a safe learning environment for all students.









Evaluation Data Sources: Liveschools reports, discipline data trends, teacher and parent feedback loops









Strategy 1 Details	Reviews			
Strategy 1: RISD Academy Ensure every staff member has been trained on the campus PBIS system and a SEL curriculum. Strategy's Expected Result/Impact: increase prosocial skills and fewer discipline incidents Staff Responsible for Monitoring: Administrators Teachers ICs Counselors Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: RISD Academy will provide evidence that PBIS system is implemented by 100% of the staff members. Strategy's Expected Result/Impact: increased prosocial skills, student readiness to learn Staff Responsible for Monitoring: Admin ICs Teachers Campus Tech Assistant Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: The community and staff members are informed on the procedures the campus follows on discipline management plans including bullying and digital citizenship. Staff Responsible for Monitoring: Administration ICs Teachers LITE Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.













Performance Objective 2: RISD Academy will ensure that learners are provided with authentic learning opportunities for critical thinking and effective communication in everyday instruction.

Strategy 1 Details	Reviews			
Strategy 1: RISD will provide lessons which include opportunities to explore and investigate across all content areas. Strategy's Expected Result/Impact: Increased performance on growth measures, increased TELPAS proficiency Staff Responsible for Monitoring: ALL Staff Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RISD Academy will introduce, teach and use of AVID strategies and higher order of questioning to promote critical thinking and problem solving through contents. Staff Responsible for Monitoring: Admin Teachers Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: RISD Academy will provide opportunities for students to use effective communication skills such as nonverbal, oral and written communication. Strategy's Expected Result/Impact: Increased awareness and development of a campus culture that embraces equity, diversity, and inclusion. Staff Responsible for Monitoring: Admin Teachers Counselors Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.













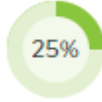



Performance Objective 3: Closing the gap of ELL or SpEd













Strategy 1 Details	Reviews			
Strategy 1: RISD Academy will utilize MAP and STAAR Data to inform small group instruction. Strategy's Expected Result/Impact: Meeting TIA thresholds for growth measure, increased meets performance levels Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RISD Academy will maximize push-in/inclusion support. Strategy's Expected Result/Impact: closing achievement gaps for EL, ED and SPED populations, increased growth measure for targeted populations Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.

Performance Objective 4: Continue Pk-12 programing to support healthy life choices by students and staff

Evaluation Data Sources: 100% of students identify programs and levels of support available when in crisis (student survey)









Strategy 1 Details	Reviews			
Strategy 1: Ensure 100% of students have an opportunity to participate in school/home connection (club, extra curricular activity, and/or a connection with an adult at school). Strategy's Expected Result/Impact: PLC agenda minutes MTSS agenda minutes Staff Responsible for Monitoring: Admin Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus Emergency Response Team (ERT) will conduct AED drills each semester to prepare for a possible cardiac event. Strategy's Expected Result/Impact: Maintain a drill log Staff Responsible for Monitoring: Administration Emergency Response Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Monitor student data health reports and absence information. Strategy's Expected Result/Impact: Monitor for immunization compliance Monitor for communicable diseases on campus Staff Responsible for Monitoring: School Nurse	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Increase awareness, student reporting options, and parent communication for the areas of bullying and cyberbullying Strategy's Expected Result/Impact: Create Awareness of bullying and cyberbullying Reduce % of bullying incidents Create clear pathway to report incidents of concern Staff Responsible for Monitoring: Counselor Administrators	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 5 Details	Reviews			
Strategy 5: Train all staff on suicide/substance abuse prevention strategies and reporting process. Increase 6th grade parent awareness on Signs of Suicide. Strategy's Expected Result/Impact: increase reporting by staff Staff Responsible for Monitoring: Counselor(s), Principal, Assistant Principal(s)	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Create safe transition strategies/plans from Elementary to Junior High Strategy's Expected Result/Impact: Students will feel prepared to enter Junior High with decreased anxiety Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 1: Through the use of teacher competencies and instructional priorities, RISD Academy will show 55% or more of the students will demonstrate growth.

Evaluation Data Sources: MAP, STAAR and TELPAS

Strategy 1 Details	Reviews			
Strategy 1: 70% of scholars will demonstrate average or above average growth as measured by MAP (Reading/Math), STAAR and TELPAS Strategy's Expected Result/Impact: 70% of K-2 scholars will demonstrate average or above average growth as measured by MAP (Reading/Math). Students will enter 3rd grade on or above grade level which increases their chance of graduating with their cohort which is directly aligned with the district goal of increasing graduation rates from 88%-98%. Staff Responsible for Monitoring: Admin ICs Teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RISD will have high functioning PLC's will focus on the instructional framework and the 4 questions utilizing Lead4ward and TRS curriculum. Strategy's Expected Result/Impact: increased proficiency levels and growth measure on MAP, STAAR and TELPAS measures Staff Responsible for Monitoring: Admin ICs Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: RISD Academy will use data informed decisions to drive Tier 1 , 2 and 3 instruction and intervention to include student goal setting. Strategy's Expected Result/Impact: increased awareness of student growth needs, increased growth measures on STAAR, TELPAS and MAP Staff Responsible for Monitoring: Admin ICs Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: RISD will consistently implement the MTSS process (focused on identification of goals/strategies and progress monitoring) Strategy's Expected Result/Impact: identification of appropriate accommodations, accurate and timely identification of students in need of additional supports, increased proficiency on MAP, STAAR and TELPAS Staff Responsible for Monitoring: Admin ICs Teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: K-2 Tier 3 students will be pulled into small groups for literacy intervention. Strategy's Expected Result/Impact: Students will show growth in their EOY MAP and mClass data compared to the BOY MAP and mClass results. Staff Responsible for Monitoring: Literacy Interventionist and ESSER Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 6 Details	Reviews			
<p>Strategy 6: Students will set individualized goals for MAP testing throughout the year. Teachers will provide feedback in a timely manner after each MAP test to ensure students are continuously reflecting on their growth. Implement a communication plan to ensure students and parents understand MAP reports and establish individual growth goals.</p> <p>Strategy's Expected Result/Impact: Improved student performance on state-required assessments (STAAR, TELPAS)</p> <p>Students take ownership of their learning</p> <p>Parents and students will have an understanding of MAP scores</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Interventionists</p> <p>Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 2: Implement a Readers/Writers Workshop Model in all ELAR/SLAR classrooms.

HB3 Goal









Evaluation Data Sources: Walk through data
Performance on State and local assessments

Strategy 1 Details	Reviews			
Strategy 1: ACE Campus teachers will receive training and implement Readers/Writers workshop. Strategy's Expected Result/Impact: Increase in literacy campus-wide as measured by MAP, DRA, IXL, STAAR, Running records. Staff Responsible for Monitoring: Admin ICs Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 3: Create a Pk-12 System to educate stakeholders on the importance of student attendance.













Evaluation Data Sources: Increase RISD attendance rate from 95.5% to 96.5%

Strategy 1 Details	Reviews			
Strategy 1: Check A2A system for weekly for excessive absence students and conference with all parents on the importance of attendance. Strategy's Expected Result/Impact: Students Achievement will increase on MAP data Staff Responsible for Monitoring: Assistant Principal, Principal Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: We will recruit, retain and reward quality personnel.













Performance Objective 1: RISD Academy will provide support to new staff members.

Evaluation Data Sources: TIA cut points for proficient TTESS scores evident

Strategy 1 Details	Reviews			
Strategy 1: RISD will select high quality mentors with previous years in the district/campus. Strategy's Expected Result/Impact: Decrease in teacher turn over. Increase in positive responses for the staff climate survey. Staff Responsible for Monitoring: Interview committee Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RISD Academy will provide targeted training opportunities based on mentor mentee needs (instructional, emotional, physical and institutional) Strategy's Expected Result/Impact: Specific campus programs and resources. Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will recruit, retain and reward quality personnel.









Performance Objective 2: Provide intentional and specific feedback for teacher growth as related to the teacher competencies.





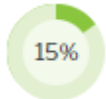







Strategy 1 Details	Reviews			
Strategy 1: Ongoing professional development to support teacher competencies. Staff Responsible for Monitoring: Administrators Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive formal and informal feedback following the T-TESS rubric/Tier 1 instruction components. Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will recruit, retain and reward quality personnel.

Performance Objective 3: Provide necessary professional development to continue growing teachers to provide high quality instructions to scholars.









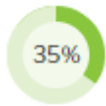



Evaluation Data Sources: Professional development calendar
Professional development surveys









Strategy 1 Details	Reviews			
Strategy 1: Design and implement a comprehensive professional development plan to enhance the TRS curriculum and lead4ward, teaching strategies, and differentiation. Strategy's Expected Result/Impact: Increase in highly effective instruction as evidenced by TTESS, CBA, MAP, STAAR results. Staff Responsible for Monitoring: Campus Administration ICs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will implement weekly Professional Development related to initiatives and walk through data to support teacher growth and instruction. Strategy's Expected Result/Impact: Improved Tier 1 instruction. Staff Responsible for Monitoring: Admin ICs Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Continue to provide professional development for instructional staff to support students with disabilities and all other learning needs. Strategy's Expected Result/Impact: Agendas Performance growth goals Improved teacher feedback Improved student performance Staff Responsible for Monitoring: Administrators ILT Special education team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Interview committee comprised of various staff members will hire new teachers. Interview committee will be diverse to reflect the needs of campus and students (teacher experience level, general education, special education, bilingual, monolingual, ethnicity). Strategy's Expected Result/Impact: teacher turnover rate, evaluation scores, staff survey Staff Responsible for Monitoring: Administrators Committee members	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: We will ensure that all families, businesses and community partners are fully engaged in the mission of our district.

Performance Objective 1: Increase parent engagement opportunities at RISD Academy













Strategy 1 Details	Reviews			
Strategy 1: Increase communication with an emphasis on two way communication. Strategy's Expected Result/Impact: Phone Messages Weekly Newsletter Social Media Parent/Community Events Academic nights/parent teacher conferences Staff Responsible for Monitoring: Administrators Parent Community Outreach Specialist Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Promote parent relations and develop communication through positive contact at least once per semester. Staff Responsible for Monitoring: Administrators Parent Community Outreach Specialist Teachers Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Create a partnership with council of PTAS to support parent engagement through the PTA membership drive. Strategy's Expected Result/Impact: End of year membership report Staff Responsible for Monitoring: Administrators Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Host quarterly family engagement events (Curriculum Night, Art night, Diversity Night) Strategy's Expected Result/Impact: Increased collaboration and communication between the campus and families/ community. Staff Responsible for Monitoring: Admin ICs Teachers Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: We will ensure that all families, businesses and community partners are fully engaged in the mission of our district.

Performance Objective 2: Enhance communication processes to provide stakeholders with timely, effective and reliable communication via a dynamic communication system.

Evaluation Data Sources: Parent Climate Survey

Strategy 1 Details	Reviews			
Strategy 1: Expand community partnerships in support of students and initiatives: a. increase partners program participation b. acknowledge RISD partners via RISD communication channels Strategy's Expected Result/Impact: Increased Partnerships over 2020-2021 by 20% Staff Responsible for Monitoring: Administrators, parents Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create comprehensive college and career readiness students and parent information program K-12. Strategy's Expected Result/Impact: AVID signing day Staff Responsible for Monitoring: Administrators Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: We will ensure that all families, businesses and community partners are fully engaged in the mission of our district.

Performance Objective 3: Continue community involvement in the campus level strategic planning process.









Evaluation Data Sources: attendance at site based decision making committee meetings.

Strategy 1 Details	Reviews			
Strategy 1: Communicate strategic planning process and outcomes dynamically throughout the process using a variety of mediums. Strategy's Expected Result/Impact: Number of pushes to community via social media, electronic newsletters. Update parent and community through Thursday Folders. Staff Responsible for Monitoring: Administrators/teachers/parents. Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div><div>15%</div></div>	<div><div></div><div>55%</div></div>	<div><div></div><div>85%</div></div>	<div><div></div><div>100%</div></div>
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 4: We will ensure that all families, businesses and community partners are fully engaged in the mission of our district.

Performance Objective 4: We will ensure that ALL families, businesses, and community are fully engaged in the mission of our campus and district.









Evaluation Data Sources: Volunteer hours and community events.

Strategy 1 Details	Reviews			
Strategy 1: Parent Community Outreach Support Specialist (PCOSS) will coordinate and communicate volunteer opportunities (Reading buddies, Lunch buddies, AVID Signing Day, Career Days, etc). Strategy's Expected Result/Impact: Increase volunteers from 2020-2021 SY to 2021-2022 SY by 20% as evidenced by volunteer enrollment collected by Parent Community Outreach Support Specialist. Increase engagement activities with the business community. Attract more involvement from PTA seeking ways to increase volunteer initiatives. Staff Responsible for Monitoring: Administrators PCOSS PTA Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: We will ensure that all families, businesses and community partners are fully engaged in the mission of our district.

Performance Objective 5: Utilize campus surveys to identify and develop campus goals particularly in the area of teacher morale and student discipline.









Evaluation Data Sources: Increase of positive response rate from staff in identified areas.

Strategy 1 Details	Reviews			
Strategy 1: Use the results of the most recent Parent climate survey to determine areas to address at RACD (school leadership, communication about safety and behavior). Increase survey participation rate for parents. Strategy's Expected Result/Impact: Campus improvement plan, parent climate survey results Staff Responsible for Monitoring: Administrators and staff Title I: 2.4, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: We will actively pursue creative funding sources and responsibly manage current resources to support our mission.

Performance Objective 1: RISD Academy will identify and qualify for grants (gardens, pd, resources), donations and/or partnerships.

Evaluation Data Sources: awarding of grants and implementation of projects

Strategy 1 Details	Reviews			
Strategy 1: RISD Academy will operate in a fiscally responsible, effective, and efficient manner in all financial matters to ensure adequate resources to support continuous improvement in student achievement. Strategy's Expected Result/Impact: Purchased materials and supplies directly support classroom instruction, student culture, and staff culture. Staff Responsible for Monitoring: Campus Principal Executive Assistant Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RISD Academy will utilize ESSER funds to support Tier 1/3 instruction. Strategy's Expected Result/Impact: Increased academic gains and growth for all scholars as evidenced by MAP and STAAR data. Staff Responsible for Monitoring: Admin ICs Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 255 - Title II	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



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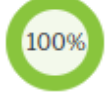












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Goal 5: We will actively pursue creative funding sources and responsibly manage current resources to support our mission.

Performance Objective 2: All staff will be appropriately trained in district money handling procedures.

High Priority







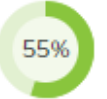

Strategy 1 Details	Reviews			
Strategy 1: RISD Academy will ongoing access to training materials and support of implementation. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold yearly fall training on money handling. Provide a spring refresher and spring report on how well we have done as a staff in adhering to district money handling procedures. Strategy's Expected Result/Impact: Improved adherence to district money handling with fewer errors being reported on financial audit. Staff Responsible for Monitoring: Executive Assistant Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Attend training for support staff processing PO's, sub payment, etc to ensure proper policies and procedures are being followed Strategy's Expected Result/Impact: Financials Staff Responsible for Monitoring: Administration Executive Assistant	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 6: We will ensure that our facilities and infrastructures adapt to support our mission.









Performance Objective 1: RISD Academy will provide a safe, comfortable, and well-maintained campus.

Evaluation Data Sources: Increased positive response rate from internal and external stakeholders in focus groups and/or survey responses.

Decrease in number of campus office referrals resulting in ISS, OSS, or DAEP.

Strategy 1 Details	Reviews			
Strategy 1: RISD Academy will monitor effectiveness of security systems and processes on all campuses on a continual basis throughout year (announced and unannounced walkthroughs/observations). Strategy's Expected Result/Impact: Completion of Yearly Review Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RISD will monthly emergency drills on campus throughout the yea and communicate after each drill to parents through Blackboard connect.. Strategy's Expected Result/Impact: Monthly Emergency Drills that will show a decrease in drill times from August to May. Staff Responsible for Monitoring: Campus administration Staff Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: RISD will implement safety systems to ensure all visitors are Raptor'd before entering the main building. Staff Responsible for Monitoring: Administration All Staff Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: RISD Academy will implement "I know what To Do Day" (LiveWise, LiveHealthy) Strategy's Expected Result/Impact: Staff and scholars will be able to respond appropriately in the event of an emergency. Positive increase on staff, student and parent survey from year to year. Staff Responsible for Monitoring: Campus administration Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: All students and staff will participate in RISD Safety Week, (August 29- September 2). Standard Response Protocols will be reviewed and the campus will participate in Evacuate, Hold, Secure, Lockdown, Shelter in Place and Fire drills. Strategy's Expected Result/Impact: Students and staff will be prepared to respond in the event of an actual campus emergency. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Campus Improvement Plan will be reviewed and updated quarterly. Strategy's Expected Result/Impact: Campus administration will ensure that progress is being made on goals and objectives. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Implement district/campus Dress Code Policy and Cell Phone policy. Strategy's Expected Result/Impact: Create a safe and effective learning environment free of distraction Staff Responsible for Monitoring: Principals & Staff	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				