

Richardson Independent School District

Richardson Terrace Elementary

2022-2023 Campus Improvement Plan



Mission Statement

Through a nurturing environment supported by our staff, parents, and community, Richardson Terrace is committed to developing the skills our students need to establish positive relationships, effective communication, creative and critical thinking, and lifelong learning.

Vision

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

Value Statement

Integrity, Inspiration, Inclusiveness, Innovation

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Richardson Terrace Elementary is composed of a diverse student population of just over 500 students Pre-K to sixth grade. Our school neighborhood community is stable and comprised of over 20 different languages. The African American and white populations are on the rise while the Hispanic population is decreasing. The Asian population remains consistent. While the overall percentage of Economically Disadvantaged students remains consistent, the white and Asian subpopulation of Economically Disadvantaged students is increasing. Richardson Terrace continues to focus on the performance of our special populations on local, state, and national assessments for English language learners and our students served through special education. The Richardson Terrace staff and school community embrace the diverse student populations providing an enhanced learning experience.

Student Achievement

Student Achievement Summary

Compared to Spring 2021, the number of students achieving at least approaches in reading increased for every grade level, most notably in 3rd and 4th grade by 14% and 12% respectively. One of the greatest areas of concern is in 5th grade science where there was very little growth, particularly in the number of students achieving "Meets" and "Masters." Another significant area of need is in 3rd grade math. While students performed better (Approaches 67%, Meets 26%, Masters 13%) at every level compared to 2021 (Approaches 64%, Meets 16%, Masters 8%), the overall performance is still well below our target. Overall student in SpEd scored the best in reading at 45% approaches which is growth compared to 2021. ELL scores went up in Reading and Math. Asian, African American, Hispanic and White sub group's scores went up in Reading and Math. RTE will continue to provide strategies and guidance in curriculum that will address the needs of SpEd and ELL students.

School Culture and Climate

School Culture and Climate Summary

Overall, most students look forward to attending school on campus and feel safe. The school's emphasis on addressing class and campus behavior through the implementation of PBIS will help each student succeed. We believe the implementation of PBIS along with Social and Emotional Learning will continue to build a positive culture between staff, students and community, as well as address specific areas of need identified in our campus PBIS survey. The goal is to reduce the number of office referrals for students with persistent misbehavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Terrace maintains a focus on the recruiting, hiring, and retention of a highly qualified and student-focused staff. The partnership between Terrace and district level leadership is paramount to the successful achievement of this goal. The Terrace Instructional Leadership Team will research best practices and provide resources to support teachers and staff as they maintain a nurturing work environment focusing on student success. Terrace will continue to support new teachers through the assignment of Mentor teachers. Paired with ongoing data analysis and needs assessments, administrators will be able to provide recommended or required professional development sessions for staff in need of support. Terrace will provide opportunities to support staff members as they seek to identify goals that connect with their strengths as educators.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Richardson ISD has implemented a comprehensive plan to direct the design, implementation, monitoring, evaluation, and revision of the curriculum. The Terrace Elementary ILT will ensure that all teachers and staff are implementing, monitoring, and evaluating the curriculum at the campus level. Various data sources are utilized regularly to evaluate curriculum delivery, as well as the deployment of campus-level specialists to support the implementation of instruction. Data indicate the need for continued refinement of curriculum delivery and the associated professional development in order to identify best practices for advancing the progress of English Language Learners, Asian students, Economically Disadvantaged students, and students with disabilities. Additional comprehensive plans guide the development of local student assessments, both formative and summative, as well as the utilization of assessment data to inform instructional decisions.

Parent and Community Engagement

Parent and Community Engagement Summary

Terrace will continue to focus on increasing links between home and school by providing systematic opportunities for parent engagement and community involvement. Terrace will partner with the Council of PTAs to support an increase in PTA membership, outreach, and involvement on our campus. Terrace will hold multicultural night where families will bring a dish from their native country and socialize with Terrace community. Terrace will provide opportunities for increased stakeholder input, and will continue to promote the district-wide translator program, and parent informational sessions. The new Voly system will be utilized to increase volunteer opportunities and participation. Additionally, Tiger Tots program will be expanded to include opportunities for future Terrace Tigers to engage in activities on campus such as school tours, play dates, opportunities to attend mini-sessions of art, music, and pe, and visits to the Terrace library for story time with the librarian.

School Context and Organization

School Context and Organization Summary

Terrace will continue to focus on growth for students, teachers, administrators, and all personnel. With the addition of the Connect theme, building relationships with students, staff and all that we serve will be highlighted this year. RTE is focused on growth goals to include 100% of RTE students to be successful within the timeline established by the state. RTE is has built schedules to maximize instructional time and to provide opportunities for student interventions and enrichment. Data meetings will focus on student growth and on the 4 questions of the PLC to monitor the success of student performance. Terrace will monitor student performance through data meeting after each major assessment.

Technology

Technology Summary

Technology integration is an important component of student learning at RTE. All students have access to an iPad during the school day and classrooms have been updated with interactive projectors allowing streaming from classroom devices. Teachers use the devices to facilitate technology integration within student learning and provide real time feedback on a larger scale. The SAMR model will be used to evaluate the level of technology integration.

Goals

Revised/Approved: September 23, 2022






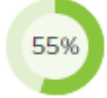


Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

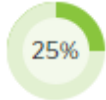











Performance Objective 1: Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning

Evaluation Data Sources: Move as a school from Proficient to Advanced in overall measurement in the area of classroom on the BrightBytes Survey. This includes teacher and student use of the 4C's (Communication, Collaboration, Critical Thinking & Creativity), teacher and student Digital Citizenship skills, and using digital methods for assessment within the classroom.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to support teachers in the implementation of STEM initiatives and technology implementation

Strategy 1 Details	Reviews			
Strategy 1: Staff members will work to incorporate differentiated instruction and 21st Century Learning with their Professional Learning Communities using the TEKS Resource System (TRS) and Lead4Ward. Strategy's Expected Result/Impact: Weekly planning meetings, PLC meetings, Walk through observations, student products, participation in iTeam professional development Staff Responsible for Monitoring: All professional staff members Title I: 2.4, 2.5 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure teachers and students demonstrate appropriate and safe digital behaviors. Strategy's Expected Result/Impact: Completion of Digital Citizenship Curriculum and lesson exemplars. Decrease in the number of student referrals/discipline incidents for inappropriate technology use. Staff Responsible for Monitoring: LITE, All teachers Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize classroom technology, such as iPads, Apple TV, and interactive projectors, to create an authentic 21st century learning environment. Strategy's Expected Result/Impact: Increased student engagement as measured by walkthroughs, observations, and climate surveys. Staff Responsible for Monitoring: Administrators, Teachers, Specialists, District Academic Facilitators, iTeam Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Use established communication systems including Blackboard 2.0, school and grade-level newsletters, Tuesday folders and face-to-face meetings to inform parents on the use of class sets of devices, interactive short-throw projectors, and other technology initiatives. Strategy's Expected Result/Impact: Increased parent perception of technology implementation based on survey results. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Students will be provided with opportunities to connect with one another beyond the classroom in activities such as Choir, Robotics, Project Lit (book club) and other ways to be involved at school with their peers and staff. Strategy's Expected Result/Impact: Increase students' positive attitudes for school and help identify their strengths and interests beyond the core curriculum. Staff Responsible for Monitoring: Teachers Support Staff Administrators TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



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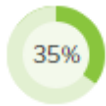
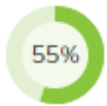



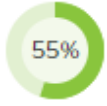
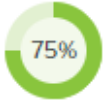

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.









Performance Objective 2: Implement activities into campus in order to support students' academic, social and emotional growth.












Evaluation Data Sources: % of students who engaged in SEL implementation (70%-Target Baseline)

Summative Evaluation: Met Objective

Next Year's Recommendation: Daily SEL and support through counseling guidance lessons.

Strategy 1 Details	Reviews			
Strategy 1: All classroom teachers grades PK - 6 will continue to implement an SEL Curriculum appropriate for their grade level (Conscious Discipline for Pre-K, Sanford Harmony for grades K - 5, and Second Step for grade 6) into their daily lessons. Strategy's Expected Result/Impact: Student survey data Parent survey data Number of office referrals Staff Responsible for Monitoring: Administrators, Classroom Teachers Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: A campus bully prevention action plan will be implemented and monitored. Process to report, investigate, and communicate with parents and students regarding bullying will be aligned to the district process and communicated to all staff and parents. Strategy's Expected Result/Impact: Decrease in bullying incidents, timely communication, increased positive parent response on survey Staff Responsible for Monitoring: Counselor Administrators All staff Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure that all employees are aware of the professional development opportunities that promote cultural awareness and allow staff to collaborate on ideas for using diversity in the classroom to promote a more well-rounded classroom culture.</p> <p>Strategy's Expected Result/Impact: Campus survey data Walk throughs Observations</p> <p>Staff Responsible for Monitoring: Administrators ESL Teachers Classroom Teachers</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: All teachers will reinforce the PBIS model schoolwide, PRIDE expectations in common areas, and employ CHAMPS as a model for classroom management procedures, routines and expectations. PBIS team will analyze discipline data three times each semester to identify trends and progress towards BOQs. Team will report data as well as train staff on the discipline referral process, RtI, and laws governing disciplinary action and the code of conduct.</p> <p>Strategy's Expected Result/Impact: Decreased discipline referrals</p> <p>Teachers increasing rating in Domain 3 Classroom Climate and Culture</p> <p>Staff Responsible for Monitoring: Campus specialists</p> <p>PBIS Team</p> <p>Campus administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

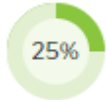











Strategy 5 Details	Reviews			
Strategy 5: All classroom teachers in grades PK - 6 will implement appropriate lessons for their grade level in order to support the social and emotional learning of all students. Strategy's Expected Result/Impact: Student survey data, parent survey data, number of office referrals Staff Responsible for Monitoring: Administrators, Counselor, Classroom Teachers, Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Counselor will facilitate "Time to A.C.T." lessons for 6th graders to identify students who might need additional support with mental health concerns such as self-harm or suicidal ideation. Strategy's Expected Result/Impact: Identify students who are at risk for harming themselves or others in order to intervene and provide resources to the student and their parents. Staff Responsible for Monitoring: Counselor 6th grade teachers Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Time to A.C.T. Lessons - 199 - General Fund	Formative			Summative
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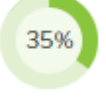






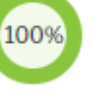
Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.









Performance Objective 3: Create PK-6 programming 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)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Strengthen program for drug/alcohol awareness, prevention, and self harm. Strategy's Expected Result/Impact: Student Climate Survey Results, Staff Climate Survey Results, Red Ribbon Week, Counseling Lessons, Staff Responsible for Monitoring: Counselor, Administrators Title I: 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide suicide and substance abuse intervention training for all faculty and staff. Strategy's Expected Result/Impact: All staff will follow RISD risk assessment protocol Staff Responsible for Monitoring: Counselor Administrators Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize behavior support specialists to provide classroom teachers with behavior support. Strategy's Expected Result/Impact: Decrease in office referrals Staff and Student Climate Survey results Staff Responsible for Monitoring: Behavior Support Specialist Administrators Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Campus Emergency Response Team will have AED drills at least once per semester. Strategy's Expected Result/Impact: Review reports each semester Staff Responsible for Monitoring: Campus Nurse Emergency Response Team Funding Sources: - 199 - State Compensatory Education	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 5 Details	Reviews			
Strategy 5: Monitor student individual health data reports including immunizations to ensure the health and safety of students Strategy's Expected Result/Impact: Awareness of all health concerns, Respond appropriately to student health concerns and needs Staff Responsible for Monitoring: Campus Nurse Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Set goals and objectives for the coordinated health programs such as growth and development, hearing and vision screening, and scoliosis screening. Strategy's Expected Result/Impact: Student health and safety concerns addressed and communicated to parents, as necessary. Staff Responsible for Monitoring: Campus Nurse Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Monitor student attendance reports to identify student health trends or communicable disease issues. Strategy's Expected Result/Impact: Student health and safety concerns addressed and communicated to parents, as necessary. Staff Responsible for Monitoring: Campus Administrators, Student Data Specialist, Campus Nurse Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 8 Details	Reviews			
Strategy 8: The counselor will help facilitate the students' transition from Elementary to Junior High. Strategy's Expected Result/Impact: Parents are aware and are attending junior high transition meetings. Staff Responsible for Monitoring: Counselor Title I: 4.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 4: Ensure a culture and environment that embraces equity, diversity, and inclusion throughout RISD programs and systems of support.

Evaluation Data Sources: Increase hiring and representation of staff and students in all areas of school function, including increased achievement of Hispanic, AA, Asian, ELL, and SPED performance as measured by STAAR.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Communicate district professional development opportunities with a focus on diversity/awareness. Strategy's Expected Result/Impact: Completed cultural diversity/awareness training for staff and students; Share Cultural Competency Policy with staff Staff Responsible for Monitoring: Administration Campus Cultural Liaison Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Data indicate the need to improve overall STAAR performance, especially in 3rd grade math and 5th grade science. The percentage of student achieving at least Approaches level was 67% compared to 76% overall for all tests. Strategy's Expected Result/Impact: The percentage of students achieving Approaches level will increase from 67% to 80% in 3rd grade math and 5th grade science. Staff Responsible for Monitoring: Administrators Instructional Coach Campus Math Specialist Math Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



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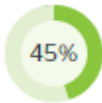
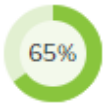












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Goal 2: We will guarantee that all students will perform at or above grade level.



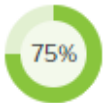





Performance Objective 1: Improve student performance and ensure campus receives a TEA Accountability rating of "A" by focusing on Quality Tier 1 Instruction, Relationships, and Student Needs.



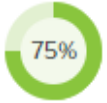





- Evaluation Data Sources:** Campus will meet standard; meet or exceed district performance growth goals(see addendum)
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** Rating will not be released until much later in the year, but all preliminary scores point to sustained student growth.









Strategy 1 Details	Reviews			
Strategy 1: Utilize district-wide professional development days and early release days to support and train teachers to analyze data to inform instructional decisions in the classroom. Staff Responsible for Monitoring: Administrators, Instructional Coach and Campus Reading/Math/ Specialists, ESL teachers, and Classroom Teachers Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Evaluate and monitor all student groups measured for accountability, especially Asian student group, and increase the number of students improving their performance level on STAAR and earning 1 point for growth by teacher-led student data tracking, and student-led goal setting and monitoring. Strategy's Expected Result/Impact: Improved student performance on STAAR and TELPAS Review of student performance data by student group after every MAP or teacher-made test Performance Growth Goals Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, All teaching staff, counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Teachers will have the opportunity to attend content specific professional learning aligned to their content areas, as well as choose professional development opportunities as identified through TTESS goals. Strategy's Expected Result/Impact: TTESS Goals, Professional Development Transcripts, increased student performance Staff Responsible for Monitoring: All teachers Administrators Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
Strategy 4: As a Title 1 Campus, all funding sources will be used to support the school-wide instructional program. Strategy's Expected Result/Impact: Title 1 Evaluation, Review of documentation and budget line items spent to implement program activities Staff Responsible for Monitoring: Administrators, Instructional Coach, Campus Reading Specialists, Campus Math Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Teachers will utilize individualized/innovative instruction time to target specific areas of need for students. Strategy's Expected Result/Impact: Student growth, iTime groups are utilizing reading strategies across content areas, intervention lessons are specific to the reading levels of students. All ESL students will be targeted throughout the year to address specific TELPAS needs Staff Responsible for Monitoring: Classroom teachers, Instructional Leadership Team, Resource and ESL teachers, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Focus support in Reading Language Arts for grades 3 through 6, to focus on student skills in revising and editing by using specific strategies for combining sentences, use of commas, complex and compound sentences, as well as conventions including spelling, capitalization rules and punctuation. (based on previous years STAAR data) Strategy's Expected Result/Impact: Use paid tutors, after school tutoring, small group intervention Staff Responsible for Monitoring: Principal Assistant Principal Campus Reading Specialists Instructional Coach Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: All teachers will become GT certified, or maintain their GT certification, to recognize the signs of potential referrals and address the needs of GT students. Teachers and administrators will take a yearly 6-hour GT professional development update. Strategy's Expected Result/Impact: Increased percentage of student referrals to GT program. Staff Responsible for Monitoring: Administrators Counselor Teachers Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Utilize the data from MAP Grow tests to monitor student growth over time and to plan for and implement specific learning targets for each child. Strategy's Expected Result/Impact: Improved student performance, quality Tier 1 instruction, increased student engagement Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, All Classroom teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Ensure all eligible K - 3 teachers complete 60 hours of Texas Reading Academy professional development Strategy's Expected Result/Impact: Teacher 60 hours TRA certification Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

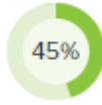







Strategy 10 Details	Reviews			
<p>Strategy 10: Explicitly teaching strategies for students to use to transfer their thinking from technology to paper and vice versa. We will also focus on closing foundational gaps through explicit instruction in small groups.</p> <p>Strategy's Expected Result/Impact: Students 3rd and 4th grade math will improve the rate of students who achieve "approaches" to 90%, meets passing rate to 60%, and masters passing to 30%</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach Campus Math Specialist Special Education Teachers ESL Teachers (for linguistic supports)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: We will guarantee that all students will perform at or above grade level.



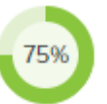









Performance Objective 2: Align and maintain written, taught, and assessed curriculum at all grade levels and in all subject areas (TRS, Lead4Ward and PLC)

Evaluation Data Sources: 100% of RISD campuses meet standard; meet or exceed district performance goal goals (see addendum)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Monitor the implementation of the TEKS Resource System Strategy's Expected Result/Impact: Performance Growth Goals Increase in positive response on climate survey Student Performance Goals Walkthroughs Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, All teaching staff Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Lead4Ward supports, tools, and resources in lesson plans Strategy's Expected Result/Impact: Walk throughs Lesson Plans Performance Growth Goals Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, All teaching staff Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Use Performance Assessments, MAP scores, and teacher made tests to monitor and evaluate student progress towards mastery of grade level standards, and increase the number of students moving from "approaches" to "meets." Strategy's Expected Result/Impact: Performance Growth Goals Lead4ward Heat Maps The number of students moving from "did not meet" or "approaches" to "meets" will increase by 15% Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, All teaching staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Teaching staff will monitor the effectiveness of teaching practices through their PLCs and analyze data using Lead4ward and TRS resources to make effective instructional decisions including support for 5th and 6th grade math teachers to compact curriculum and accelerate student learning to increase the number of students enrolled in Algebra I for 8th grade. Strategy's Expected Result/Impact: Lesson plans, MAP reports, iTime lessons, walkthroughs, observations, formative/summative assessments, and feedback, support the TXNSI. Staff Responsible for Monitoring: Administrators Instructional Leadership Team Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 5 Details	Reviews			
Strategy 5: Continue to implement ELAR TEKS with Balanced Literacy focus. Strategy's Expected Result/Impact: Performance Growth Goals Increase in positive response on climate survey Student Performance Goals Walkthroughs Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, All teaching staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Help teachers increase their competencies, and identify instructional priorities through a staff development for teachers to become familiar with STAAR 2.0 in order to focus on student growth. Session is planned for 10/7/2022 from 8:30-10:00 on campus. Strategy's Expected Result/Impact: Teachers are able to plan instruction aligned with the written curriculum to support student growth on STAAR Staff Responsible for Monitoring: Administrators Campus Specialists 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
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Goal 2: We will guarantee that all students will perform at or above grade level.





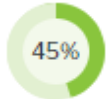



Performance Objective 3: Increase literacy implementation, enrichment, and intervention, in grades PK - 6.













Evaluation Data Sources: Meet 3rd grade Board Goal

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: STAAR scores will be released later this summer

Strategy 1 Details	Reviews			
Strategy 1: Monitor strategies to promote continuous improvement in literacy within the student groups of Special Education, Asian, ELL programs, Economically Disadvantaged Students. Strategy's Expected Result/Impact: Responsible staff will meet with teachers after every assessment to analyze student performance data and accommodation needs. Data will include MAP results, LLI progress, and ELLevation. Staff Responsible for Monitoring: Administrators, Instructional Coach, ESL Teachers, Campus Math and Reading Specialists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Identify best practices to support literacy across the curriculum, and utilize the learning from Texas Reading Academy in younger grade levels to support the development of a strong Literacy Culture. Strategy's Expected Result/Impact: Use of PLC questions Teacher performance growth goals TTESS Walk-through data Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, All teaching staff Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure all applicable grade levels, including PK -2 early literacy and 3rd grade reading are utilizing MAP, DRA, LLI, and TRS phonics scope and sequence as a way to identify students in need of universal supports and/or more strategic intervention in the area of reading.</p> <p>Strategy's Expected Result/Impact: Increase MAP scores Increase number of students achieving grade level DRA at end of year Increase number of students that at least meet grade level expectations for STAAR.</p> <p>Increase TELPAS ratings in each domain.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Leadership Team, Classroom Teachers, ESOL Teachers, Special Education Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: K-2 teachers will attend required staff developments from the Literacy and Intervention Department.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to support students and deliver instruction using the framework</p> <p>Staff Responsible for Monitoring: Campus reading specialists, administrators, ILT</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Reading Interventionist will plan with and offer professional development for teachers in K-2 on early literacy as well as collaborate with grade levels to offer intervention for identified students. Strategy's Expected Result/Impact: Increase number of students meeting grade level standards in reading in K-2 to 90% Staff Responsible for Monitoring: Administrators, CRSs, K-2 Literacy Interventionist 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 6 Details	Reviews			
Strategy 6: 6th grade reading performance on STAAR will increase from 71% to 90% approaches through intervention groups during the MTSS block 2x per week with targeted instruction to fill in gaps for low-performing students. Strategy's Expected Result/Impact: Increased student stamina for independent reading through daily practice and goal setting. Staff Responsible for Monitoring: Administrators Campus Reading Specialist SPED teachers ESL teachers	Formative			Summative
	Nov	Jan	Mar	June
				
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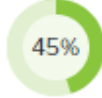



Goal 2: We will guarantee that all students will perform at or above grade level.









Performance Objective 4: Ensure 100% of English Language Learners (ELL) students will make progress towards an advanced level in proficiency in Reading, Writing, Listening and Speaking. ELL students will meet all passing standards for all district and state assessments.

Strategic Plan: D1.1-D1.5

Evaluation Data Sources: Student performance meets or exceeds district performance growth goal (see addendum)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement ELLevation and ensure ESL and content area teachers progress monitor and adjust to meet the needs of students Strategy's Expected Result/Impact: ELLevation usage reports Performance Growth Goals Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, ESL teachers Classroom teachers Support/paraprofessionals Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Expand and enrich programs to support parent engagement Strategy's Expected Result/Impact: Positive increase in parent climate survey Staff Responsible for Monitoring: Administrators Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
				


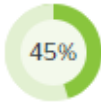









Strategy 3 Details	Reviews			
Strategy 3: Ensure classroom teachers have professional development in working with ESL students Strategy's Expected Result/Impact: All teachers will receive professional development Staff Responsible for Monitoring: Administrators Classroom Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	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 5: Support future-ready learning outcomes for students through the use of district provided resources and supporting initiatives.

Evaluation Data Sources: Observations, program evaluation, climate survey data

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Monitor and ensure task completion of Naviance for all 6th grade students. Strategy's Expected Result/Impact: Completion of survey Staff Responsible for Monitoring: 6th grade teachers, counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199 - State Compensatory Education	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Create learning opportunities for the community and students to explore STEM/CTE pathways and encourage participation when counselor assists 6th grade with junior high scheduling. Strategy's Expected Result/Impact: Increased participation in JH CTE courses Staff Responsible for Monitoring: Counselor, Administrators Title I: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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

Performance Objective 6: Ensure a strong vertically aligned math curriculum PK - 6 to support 3rd through junior high math achievement and increase in Algebra 1 junior high enrollment.

Evaluation Data Sources: The percentage of students who score at the meets level in 3rd grade math will grow from 26% to 50%.

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Continue to increase awareness of resources for college and career readiness and to promote advanced courses at the junior high level. Strategy's Expected Result/Impact: Students will begin to develop their plan for secondary learning Staff Responsible for Monitoring: Counselor, 6th Grade Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers and Leadership Staff will work together in PLCs, grade level meetings, vertical team meetings, and individual planning to execute lessons, analyze and respond to data, and discuss student performance. Strategy's Expected Result/Impact: Increase in student scores on MAP, IXL, STAAR, performance assessments, and teacher-made tests. Students will set personal growth goals. Staff Responsible for Monitoring: Instructional Leadership Team, Administrators, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: 6th grade reading performance on STAAR will increase from 70% to 90% approaches through intervention groups during the MTSS block 2x per week with targeted instruction to fill in gaps for low-performing students. Strategy's Expected Result/Impact: Continuity in curriculum and making necessary changes to the flow. Staff Responsible for Monitoring: Administrators Campus Math Specialist Math interventionist		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 7: Create a PK - 6 system to educate stakeholders on the importance of student attendance

- Evaluation Data Sources:** Increase attendance rate
- Summative Evaluation:** Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Continue to utilize the new A2A attendance monitoring system to monitor student attendance, plan parent conferences and develop interventions for chronically late or absent students. Strategy's Expected Result/Impact: Attendance of all students will increase from 89% to 95% for the year. Staff Responsible for Monitoring: Principal Assistant Principal Student Data Specialist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









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

Performance Objective 8: Implement a systemic approach to develop new and existing programming for special students services to ensure quality instruction and service supports for ALL students.

Evaluation Data Sources: Student performance meets or exceeds expected increase as defined by Board Goals.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Equip campus staff with training on disability awareness, evidence based practices, and classroom design. Strategy's Expected Result/Impact: Increase positive response on staff climate survey and staff feedback Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize MTA and pilot Bridges programming for students with dyslexia to provide interventions that improve efficiency and effectiveness to support dyslexia instruction Strategy's Expected Result/Impact: Improved reading achievement Staff Responsible for Monitoring: Campus reading specialists, Resource Teacher, Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				



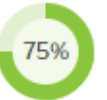









Strategy 3 Details		Reviews			
Strategy 3: Ensure ESL, Resource, and Classroom teachers have professional development, researched based interventions, strategies, and supports to ensure student success in the classroom. Strategy's Expected Result/Impact: Increase in students meeting expectations on TELPAS and STAAR Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools -		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 9: Create a culture of literacy for ALL in grades PK - 2

Evaluation Data Sources: mClass, MAP, and/or DRA scores

Summative Evaluation: Exceeded Objective

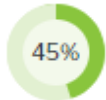







Strategy 1 Details	Reviews			
Strategy 1: Eligible 2nd-3rd grade teachers, CMS, ESL, math interventionist, and Resource teachers will complete the Texas Reading Academy. Strategy's Expected Result/Impact: Increase in effective reading instruction for all K - 3 students Staff Responsible for Monitoring: Administrators, Reading Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: PK Teachers will participate in all Pre-K staff development as prescribed by the district Strategy's Expected Result/Impact: Increase in effective reading instruction for all PK students Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 10: implement PK for ALL

Evaluation Data Sources: Circle Data and Enrollment

Summative Evaluation: Exceeded Objective





Strategy 1 Details	Reviews			
Strategy 1: Utilize social media, newsletters, signage to increase community awareness of Pre-K opportunities. Strategy's Expected Result/Impact: Increased number of students in Pre-K Staff Responsible for Monitoring: SDS, Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div><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 11: Continued implementation of the MTSS framework and its components

Evaluation Data Sources: Reflection and feedback from teachers, administrators, support staff

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize the ESSER teachers in K-1 to support students with Tier 1 instruction and the literacy and math interventionists to support the students in Tier 3. Strategy's Expected Result/Impact: Meet progress measures for 3rd grade math and reading Staff Responsible for Monitoring: Administrators, ILT 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
				



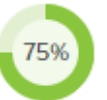





Strategy 2 Details	Reviews			
<p>Strategy 2: All students who failed STAAR last year will have an meeting to develop an Accelerated Learning Plan that will address how to serve their required HB4545 tutoring hours during ITime, planned intervention outside of the core instructional block including before or after the school day. The plans will use state and district approved Tier 1 interventions and software to give student the support they need to be on grade level.</p> <p>Strategy's Expected Result/Impact: Students will grow and achieve at least "approaches" on STAAR after the required interventions.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach Campus Reading Specialist Campus Math Specialists ESL teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 12: Implement NWEA MAP districtwide

Evaluation Data Sources: Professional learning, number of students tested, utilization of campus reports

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Provide training and support to the staff to implement MAP testing, analyzation of map reports and data, use of the learning continuum to support student learning, and help students set growth goals. Strategy's Expected Result/Impact: Student growth with teacher and student focus on planning Staff Responsible for Monitoring: Instructional Leadership Team, Administrators Title I: 2.4 - TEA Priorities: Improve low-performing schools -	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 13: Implement Branching Minds

Evaluation Data Sources: Professional learning, number of students with active plans, utilization of platform features









Summative Evaluation: Met Objective













Strategy 1 Details	Reviews			
Strategy 1: Provide training and support to the staff to implement and utilize Branching Minds to track student interventions and progress. Strategy's Expected Result/Impact: Increase in student learning Specific student plans in Branching Minds Staff Responsible for Monitoring: Teachers, Administrators, ILT Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 1: Employ recruiting and hiring practices that ensure the hiring of diverse staff that reflect the campus student population
Strategic Action Plans: P3.1-P3.9

Evaluation Data Sources: Increase in diverse demographic representation in hiring for Richardson Terrace Elementary.
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Identify, recruit and hire high-performing staff utilizing the RISD Teacher Profile. Strategy's Expected Result/Impact: RPM - Campus mentor/mentee program, ESL certified teachers by EOY '22-'23 Provide New Teacher Academy for new teachers with Instructional Coach and Math and Reading Specialist support. Staff Responsible for Monitoring: Administrators Human Resources ILT Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Administration will use Applitrack system to interview and hire highly qualified and diverse staff. Strategy's Expected Result/Impact: Staff roster Staff Responsible for Monitoring: Administrators Human Resources Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Administration will develop an "employer of choice" climate and culture. Strategy's Expected Result/Impact: Staff retention data Staff climate surveys Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Continue to implement the Texas Teacher Evaluation and Support System (TTESS) that incorporates student learning objectives in the form of growth goals aligned to the CIP. Strategy's Expected Result/Impact: Student performance results Staff Responsible for Monitoring: Campus administrators ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Terrace Elementary teacher turnover rate shall not exceed the district average. Strategy's Expected Result/Impact: Increase teacher retention Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



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









Performance Objective 2: Seek employee input and feedback from Terrace staff to inform decision making
Strategic Action Plans: P4.1-P4.7









Evaluation Data Sources: Increase in positive response rate of staff survey responses to 95%

Increase teacher response rate to 100%

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue to seek employee input via Staff Climate Survey and maintain grater than or equal to 90% participation rate. Strategy's Expected Result/Impact: Increased staff participation by increasing communication and following up through Light to give staff reminders. Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 2 Details	Reviews			
Strategy 2: Engage in activities designed to increase positive staff perception in the following areas: Transportation TTESS Feeling supported by supervisor PBIS/Discipline Strategy's Expected Result/Impact: Staff survey data Staff Responsible for Monitoring: Administrators PBIS Team 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 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement and supplement the district mentoring program to support first and second year teachers. Strategy's Expected Result/Impact: Mentor logs Student data Walk throughs Observations Staff Responsible for Monitoring: Administrators Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 4 Details	Reviews			
Strategy 4: Provide a New Teacher Academy for all first year teachers. Strategy's Expected Result/Impact: Climate surveys Retention rates Staff Responsible for Monitoring: Administrators Instructional Leadership Team, Mentor Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 3: We will recruit, retain, and reward quality personnel.

Performance Objective 3: Provide necessary professional development to successfully implement and meet the Vision, Mission, Goals and Objectives of the district
Strategic Action Plans: P1.1-P1.4

Evaluation Data Sources: Increase positive response rate by staff on professional developed offered at campus from 97% to 100%
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide guidance in curriculum modifications and strategies that address the needs of students identified as ELL, Special Ed, Dyslexic, and Gifted Strategy's Expected Result/Impact: Student performance results on all performance assessments, MAP scores, and state assessments Staff Responsible for Monitoring: Administrators, Counselor, ILT, ELL teachers, Special Ed teachers, Advance Learning Teacher, A Classroom teachers Title I: 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				



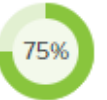





Strategy 2 Details	Reviews			
Strategy 2: Continue to provide additional training in all curricular areas to enhance instructional strategies with a focus on supporting TRS, PLC Lead4Ward, Technology Integration, and PBIS/Equity Strategy's Expected Result/Impact: PLC Agenda, Site based professional development agendas and rosters, growth goals, Walkthrough data, planning meeting agendas Staff Responsible for Monitoring: Administrators, ILT, PBIS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Support teachers in obtaining their ESL certification by the end of the school year including connecting them to district resources, study materials and timelines. Strategy's Expected Result/Impact: All teachers will be ESL certified by the end of the year 2022-2023 Staff Responsible for Monitoring: Administrators, ESL Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund	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 4: Adminstrators will utilize district walk-through form to give intentional feedback to teachers aligned with the T-TESS domains

Evaluation Data Sources: District walk-through forms

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Administrators will schedule walkthroughs based on teacher need and experience in order to give timely feedback and help guide instructional decisions. Strategy's Expected Result/Impact: Teachers will improve their instructional practices as measured by the T-TESS rubric Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	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 1: Increase links between home and school by providing systemic opportunities for parent engagement

Strategic Plan Action Plans: C2.1-C2.3

Evaluation Data Sources: Increase in positive response rate by parents on survey results at or above 85%

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Continue partnership with PTA to support parent engagement through PTA membership drive. Strategy's Expected Result/Impact: End of Year Membership Report Staff Responsible for Monitoring: Administrators Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to promote the district provided translator/interpreter program, as well as campus level translator/interpreter services, to support non-English speaking parents. Strategy's Expected Result/Impact: Program report Staff Responsible for Monitoring: All staff Title I: 4.1 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide parent information nights in which parents receive information about community and school resources to support the growth and development of their family with a specific focus on literacy and state assessments. Strategy's Expected Result/Impact: Sign in sheets from all parent engagement activities Staff Responsible for Monitoring: All staff Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				



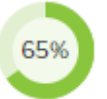





Strategy 4 Details	Reviews			
Strategy 4: Provide parents with the opportunity to meet with their child's teachers in both the fall and spring semesters to discuss progress, growth, and concerns. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Classroom teachers, special education teachers, ESL teachers Title I: 4.1, 4.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









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: Increase of positive response rate from parents for survey responses at or above 85%

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Campus will utilize newsletters, Blackboard Connect, electronic newsletters, Twitter, campus website, and other means of communication to increase parent awareness of opportunities both at Terrace and within the RISD community. Strategy's Expected Result/Impact: increased parent engagement and involvement Staff Responsible for Monitoring: Administration All staff Title I: 4.1, 4.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will send weekly newsletters (electronic and/or paper) to parents to communicate upcoming curricular topics, events, and to convey important class information. Strategy's Expected Result/Impact: Improved parent communication Increased parent involvement Staff Responsible for Monitoring: Administrators Classroom Teachers Title I: 4.1, 4.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 3 Details	Reviews			
Strategy 3: Administrators, along with the Instructional Leadership Team, will utilize campus surveys to identify improvement needs and to develop campus plans. Strategy's Expected Result/Impact: All stakeholders will agree or strongly agree with positive statements regarding RTE on future surveys. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, LITE Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 3: Expand volunteer opportunities for existing partners and create opportunities for community groups and corporations
Strategic Plan Action Plan: C2.1

Evaluation Data Sources: Catalog of volunteer hours, names, hours, organizations, locations. Data collected this year is baseline.

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Utilize the Voly system to communicate campus volunteer opportunities, log volunteer hours, and screen for approved volunteers. Strategy's Expected Result/Impact: Bolster involvement by community Increase parent engagement Staff Responsible for Monitoring: Administrators Executive Assistant PTA Volunteer Coordinator Title I: 4.1, 4.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop and maintain relationships with area organizations and businesses. Strategy's Expected Result/Impact: Increase volunteer hours Increase resources for campus and students Increase survey results Staff Responsible for Monitoring: Administrators Counselor Title I: 4.1, 4.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













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

Performance Objective 1: Operate in a fiscally responsible, effective, and efficient manner in all financial matters to ensure adequate resources to support continuous improvement in student achievement especially among English learners, students who receive special services and students at-risk of dropping out.

Evaluation Data Sources: Monthly budget reconciliations.

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Using data from the Comprehensive Needs Assessment (CNA), priority money and state compensatory education funds will be allocated to address specific achievement gaps among students who are learning English, receiving special services, and at-risk for dropping out. Strategy's Expected Result/Impact: Resources will be secured to lead effective interventions. Tutors will be acquired to facilitate tiered interventions throughout the day. Staff Responsible for Monitoring: Administrators Executive assistant Instructional Coach Campus Math Specialist Title I - Family Engagement Specialist Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - State Compensatory Education		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Train all staff on proper money handling procedures before school begins during the campus staff development day, and in January on the professional development day before the spring semester begins. Strategy's Expected Result/Impact: Ensure all money is handled securely, ethically, and with proper documentation. Staff Responsible for Monitoring: Executive assistant Administrators Teachers ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 3 Details	Reviews			
Strategy 3: Ensure executive assistant and administrators are trained on policies and procedures regarding the school budget including processing POs, extra time requests, paying for substitutes, Title 1, budgeting, etc. Strategy's Expected Result/Impact: Executive assistant will abide by all district policies and procedures regarding school budget and expenditures. Staff Responsible for Monitoring: Stacy Morris Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Search for creative funding sources including grants and community partnerships. Strategy's Expected Result/Impact: Increase campus access to resources beyond the annual district budget. Staff Responsible for Monitoring: Administrators Executive Assistant ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 6: We will ensure that our facilities and infrastructure adapt to support our mission.









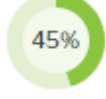



Performance Objective 1: Provide a safe, comfortable, and well-maintained environment for all stakeholders.

















Strategic Action Plans: I3.1-I3.4

Evaluation Data Sources: Expect a positive response rate of 95% or higher from internal and external stakeholders' survey responses;

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Campus will follow Standard Response Protocol during all drills/emergency situations and will communicate these standards to all students and parents Strategy's Expected Result/Impact: Student, staff, and parent surveys Staff Responsible for Monitoring: Administrators All Staff Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Standard Response Protocol safety drills will be performed as follows: Fire/evacuation once per month, Lockdown once per semester, and once per year each for Secure, Shelter, and Hold as directed by district expectations and time lines. Additional training will be conducted in cooperation with the district security team. Strategy's Expected Result/Impact: Drills performed Student, parent, and staff surveys Staff Responsible for Monitoring: Administration Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Participate in I Know What to Do Day four times per year (October, December, February, April) to familiarize students, staff, and parents with procedures to follow in case of emergency. Strategy's Expected Result/Impact: Student, staff, and parent surveys Staff Responsible for Monitoring: Administrators All campus staff Title I: 4.1 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Incorporate SRP in parent communication in order to inform them of safety protocols, and communicate via Blackboard to parents after each safety drill to ensure proper communication, build trust, and assure everyone is knowledgeable about the school's implementation of the SRP. Strategy's Expected Result/Impact: Increase positive results on parent climate survey regarding perceptions about school safety plan and communication. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 4.1 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Update CIP quarterly to show completion on November 18, January 27, March 31, and June 9. Strategy's Expected Result/Impact: Implementation of the CIP Staff Responsible for Monitoring: Principal, Assistant Principal, ILT Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Communicate dress code expectations and cell phone policy for students and staff through staff orientation, and links in the Tiger Lair hyperdoc, and student dress code expectations through student orientation and the Parent/Student handbook. Strategy's Expected Result/Impact: All persons on campus will comply with the written dress code and cell phone policy. Staff Responsible for Monitoring: Teachers Administrators Support staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Front office staff will continue to use Raptor to verify any visitor is eligible to enter the building during school hours. Strategy's Expected Result/Impact: Ensure safety by verifying all visitors are clear before entering the building. Staff Responsible for Monitoring: Front office staff ESF Levers: Lever 3: Positive School Culture Funding Sources: Raptor scanner and computer software - 199 - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Participate in School Safety Week where all SRP drills (Secure, Lockdown, Shelter, Evacuate, and Hold) are conducted the week of August 29-September 2, 2022. Strategy's Expected Result/Impact: Ensure staff and students are able to follow the SRP response to emergencies to promote safety and trust. Staff Responsible for Monitoring: Administrators SRP team Teachers ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Richardson Terrace Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

Personnel for Richardson Terrace Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Garms, Debra	Campus Reading Specialist	1
Nazneen, Khaleeda	Aide I	1
Saucier, Sandra L	Teacher	1
Schramm, Denise A	Teacher	1
Zaman, Farkhanda	Aide I	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Grimes	CRS	Schoolwide	1
Katherine Garner	CMS	Schoolwide	1.0
Sims, Dalaina	Instructional Facilitator	Schoolwide	1