

**Richardson Independent School District**  
**Skyview Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

At Skyview we, commit to R.I.S.E. (Respect, Integrity, Scholarly, and Encouragement) by serving our culturally diverse scholars. We seek growth and equity for all scholars through differentiated and rigorous instruction by providing best practices, social emotional learning, and community connections.

## Vision

Living the Learning by...

- providing a safe and equitable learning environment
- building a community of critical thinkers and collaborative problem solvers
- creating a culture of innovation to enrich meaningful real-world learning experiences.

## Value Statement

The Skyview faculty and staff will provide district and campus services to parents and scholars with a high level of excellence and cultural awareness.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
School Context and Organization	10
Technology	11
Priority Problem Statements	12
Goals	13
Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of the graduate profile.	13
Goal 2: We will guarantee that all students will perform at or above grade level. Students will perform at the Meets level in all tested areas.	26
Goal 3: We will recruit, retain, and reward highly-qualified personnel.	45
Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.	50
Goal 5: We will actively pursue creative funding sources and responsibly manage current resources to support our mission.	55
Goal 6: We will ensure that our facilities and infrastructure adapt to support our mission.	57
Title I Personnel	61

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics:

Skyview Elementary is composed of a diverse student population of over 720 PK - 6th scholars. Our Economically Disadvantaged scholar group rose to 91%. Our campus mobility rate has stabilized over the past three years to close to 18.2%. We currently serve scholars representing 34 various home languages. Skyview will continue its focus on equitable practices that enhance growth for our Economically Disadvantaged scholar and EB scholar groups. Skyview takes great pride in the culture and diversity that comprise our scholar population.

### Demographics Strengths

Demographic Strengths:

Our campus has re-established a parent-led PTA Board. This PTA Board will help us to better design parent engagement events that meet the true needs of our scholars and their parents. The diversity of this parent-led PTA Board also keeps us better guided in being culturally responsive to relevant topics, holidays, and overall customs.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The campus faces difficulty in scholars exiting the ESL program in less than four years, which negatively impacts their ability to grasp grade level curriculum and meet state standards. **Root Cause:** We have scholars representing 34 home languages who arrive with a wide spectrum of formal education.

# Student Achievement

## Student Achievement Summary

In 2021-22, Skyview achieved the Academic Rating of 71 which is a grade level C. The areas of greatest concern were overall achievement and Closing the Gaps.

## Student Achievement Strengths

In the Academic Growth Domain, we had a target of 62 for African American scholars and we scored 63.

We did have 4 overall groups to hit their TEA targets in the Student Success(Student Achievement Domain Score).

- African American scholars had a 36 target and scored 42.
- Economic Disadvantaged had a target of 38 and scored 43.
- EL Current and Monitored had a target of 37 and scored 43.
- Special Education had a target of 23 and scored 32.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** The Closing the Gap and Growth domains dropped to D and F respectively. **Root Cause:** An emphasis was placed on Meet and not specific goals for each scholar.

# School Culture and Climate

## School Culture and Climate Summary

Our teachers and staff are working intentionally on helping scholars develop soft skills for high school and post-secondary success. Teachers are modeling and practicing proper handshakes with eye contact and proper hand gripping. Our teachers are establishing weekly hallway and classroom ambassadors who are greeting RISD badge wearing adults with handshakes and eye contact greetings. We are utilizing Positive Behavior Intervention Support (PBIS) and CHAMPS classroom management practices to create a positive learning environment. We highlight Respect, Integrity, Scholarship, Encouragement, Undaunted(courage for self and others), and Purpose (serving others) character attributes. Parents will be encouraged to participate in PBIS House Rally Events. We will continue to recite our Campus Daily Affirmation, Classroom Affirmations, and Teacher Affirmations daily. We will continue to incorporate the 2nd Step Social Emotional Learning lessons each morning following announcements.

## School Culture and Climate Strengths

Skyview is an inclusive campus that is establishing effective classroom routines and procedures. Scholars embrace all staff including front office staff, custodial staff, and cafeteria staff in our respectful culture. All of the fore-mentioned staff members along with classroom teachers are members of PBIS Houses and participate in PBIS Spirit Mondays. This weekly visual helps scholars acknowledge that they are apart of a larger Skyview team which includes peers, teachers, front office staff, custodial staff, and cafeteria staff.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

We had 17 total staff not return to Skyview. 10 were classroom teachers and/or Specials teachers. 1 was a counselors and one was a front office staff member. The Skyview Teacher Profile, which was created May 2018, was presented to each candidate prior to the candidate making a decision to join the Skyview Team.

### **Staff Quality, Recruitment, and Retention Strengths**

We had eight staff members to receive promotions last school year. With the addition of ESSER funds, we were able to promote within the campus for Kinder and 1st grades. We have met twice per month during the first two months of school with our new to campus staff. Then we met once per semester.

# **Curriculum, Instruction, and Assessment**

## **Curriculum, Instruction, and Assessment Summary**

Skyview is following the district's TRS and other pacing tools. We are embracing the RLA TEKS and Benchmark textbook adoption for RLA.

## **Curriculum, Instruction, and Assessment Strengths**

We have clearly defined the grade levels and subject areas of support for our Instructional Coaches. With each instructional coach having their lane of focus, teachers understand exactly who will support their content questions. We were able to recruit a CRS who wanted to focus solely on MTA. She is embracing the role and will help to close reading gaps for our scholars.



# Parent and Community Engagement

## Parent and Community Engagement Summary

Four Parent Engagement Title One events will occur as well this school year. Parent volunteers will be utilized throughout the building as the year permits. They will be recruited through the use of VOLY and PTA. They will work with teachers and scholars specifically in the library for literacy, garden, and outdoor lunch space (when available).

## Parent and Community Engagement Strengths

We have support from both the Town Creek and Forest Meadow Home Owners Associations in the areas of volunteering and donations. We have networked with The Lake Highlands Improvement District to connect our families with resources. The admin will make positive phone call homes as well as create parent certificates for parent success moments.

# School Context and Organization

## School Context and Organization Summary

Our campus has gained 7 PreK classroom that will educate four year old scholars in a full day setting. We also gained a PreK Coordinator for these 7 classrooms. This new campus implementation should help close the achievement gap. We have 41 classrooms of instruction. 5 sections of Kinder - 2nd grade, 3 sections of 3rd-6th grade, 7 Pre K classrooms, and 3 Developmental Learning Classrooms. We have one section of bilingual instruction for Kinder - 4th grades. We have four Special Education Resource teachers, 3 full time ESL teachers with 2 paraprofessionals, and 5 specials teachers.

## School Context and Organization Strengths

We gained an additonal Special Education and an additional ESL teacher allocation. We also have two new Teach 4 America teachers. One is in 2nd grade and one is in 6th grade.

# Technology

## Technology Summary

We are in our 2nd year of 1:1 implementation for 2nd - 6th grades. We are continuing to utilize Central iTeam staff support to include effect blended learning opportunities within the classrooms.

## Technology Strengths

May 2019, the district installed interactive whiteboards for all classroom areas of instruction. September 2021, the district installed Apple TVs for all classroom areas of instructions.

# Priority Problem Statements

# Goals

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

**Performance Objective 1:** Ensure a culture and environment that embraces equity, diversity and inclusion throughout RISD programs and systems of support

**High Priority**





**HB3 Goal**









**Evaluation Data Sources:** Increase hiring and representation of staff and students in all areas of district function.

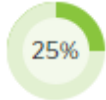











Increased achievement of Hispanic, African American, Asian, EB and SPED performance as measured by STAAR (see performance growth goals).

Reports provided by Communities in Schools support of scholars in need.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Scholars in Special Student Populations will increase performance on STAAR tests in 3rd-6th grades to meet or exceed district and state averages in Reading, Math, and Science through targeted iTime interventions in all subject areas. <b>Strategy's Expected Result/Impact:</b> Increased Percentage of scholars performing at the Meets level. Increased success on Weekly formative assessment of iTime Instruction <b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Classroom Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				



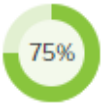

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will continue to have opportunities to participate in Cultural and Linguistic Responsive Teaching and Learning based on information given through the EDI Department ie. Equity is a Verb presentation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Impact summary from Culturally Responsive Cohort. Improved PBIS impact reports Improved Percentage of discipline referrals specifically as it relates to Special Student Populations.</p> <p><b>Staff Responsible for Monitoring:</b> Student Culture Coach Principals PBIS team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers, Counselors, Instructional Coaches, Student Culture Coach, and Administration will meet monthly to discuss and reassess intervention strategies of Tier 3 scholars based on academics and behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of TIER 3 scholars reflected in Teacher Data Meetings based on QSA and MAP data. Decreased number of scholars represented as TIER 3 in Branching Minds behavioral data, showing that intervention strategies identified are successful.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Student Culture Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will meet monthly with Student Culture Coach to evaluate CHAMPS, PBIS, and Discipline Data for their grade level in order to ensure clear and consistent implementation of school-wide discipline management plan. <b>Strategy's Expected Result/Impact:</b> Decrease on Office Referrals Increased performance on assessments, focusing on scholars with TIER 3 behavior that is documented in Branching Minds. <b>Staff Responsible for Monitoring:</b> Principals Student Culture Coach  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Communities in Schools will support scholars in need throughout the building to support equity, diversity, and inclusion. <b>Strategy's Expected Result/Impact:</b> Increase in scholar performance and emotional support through Communities in Schools report. <b>Staff Responsible for Monitoring:</b> Communities in Schools Administration  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> 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 the graduate profile.

**Performance Objective 2:** Integrate digital content and tools into instruction in meaningful ways to encourage scholar use of available resources to enhance learning.

- Evaluation Data Sources:** Move as a district from Proficient to Advanced in overall measurement in the area of classroom on the BrightBytes Survey. This includes teacher and data use of the 4 C's (Communication, Collaboration, Critical Thinking and Creativity), teacher and scholar Digital Citizenship skills, and using digital methods for assessment within the classroom.
- Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote Internet Safety and Digital Citizenship. <b>Strategy's Expected Result/Impact:</b> Scholars will use technology appropriately at school and home. The number of scholar infractions will decrease. <b>Staff Responsible for Monitoring:</b> L.I.T.E. Principal Assistant Principals Teachers Counselors  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase utilization of Classlink and Digital tools for Learning to enhance scholar engagement and learning, through differentiated professional development. <b>Strategy's Expected Result/Impact:</b> Increase evidence of use by scholars as observed through teacher lesson plans and classroom walk throughs. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund	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 the graduate profile.

**Performance Objective 3:** Implement activities that support scholar's academic, social, and emotional growth.

**Evaluation Data Sources:** % of scholars who have to visit individually with counselors about peer interactions









% of scholar office referrals











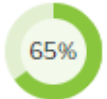

Parent Night Sign-In Sheets









% of 6th grade scholars who interview for AVID

% of scholars who apply for magnet programs

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will lead Harmony Sanford lessons with fidelity in every classroom every day. <b>Strategy's Expected Result/Impact:</b> A decrease in office referrals for issues related to scholar/scholar, adult/scholar, and interpersonal scholar relationships. <b>Staff Responsible for Monitoring:</b> Campus admin Counselors  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Counselors will outline CTE courses and career options with 6th grade scholars to communicate with scholars and parents the alignment of the Individual Student 6-year plans and the transition to Post Secondary programs. <b>Strategy's Expected Result/Impact:</b> Increase in the number of Individual Student 6-year plans that include CTE courses. <b>Staff Responsible for Monitoring:</b> Campus admin Counselors  <b>Title I:</b> 2.4, 2.6, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hold 6th Grade Community Night in conjunction with FMJH counselors and Advanced Learning staff to educate parents on the programs available to all scholars in RISD. <b>Strategy's Expected Result/Impact:</b> Increase the number of scholars applying for Magnet Programs. <b>Staff Responsible for Monitoring:</b> Campus admin Counselors  <b>Title I:</b> 2.4, 4.2 - <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Educate scholars, teachers, and parents of newest Texas legislature regarding bullying including cyber-bullying (David's Law). Establish visible Bully Boxes in two locations of the building for easy access. Communicate these two locations to scholars, teachers, and parents. <b>Strategy's Expected Result/Impact:</b> Decrease the length of time between an actual bullying offense and the offense being reported. Fewer referrals for actual bullying. <b>Staff Responsible for Monitoring:</b> Campus admin Counselors  <b>Title I:</b> 2.5, 4.2 <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Increase opportunities to experience post-secondary pathways to promote college/vocational/military oriented culture for all scholars. <b>Strategy's Expected Result/Impact:</b> Increased use of Nepris Career Day exit tickets will be completed by scholars to determine the level of engagement/effectiveness of the Career Day.  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Continued growth of PBIS/CHAMPS program in every classroom and common area. <b>Strategy's Expected Result/Impact:</b> Every scholar knows and follows the expectations in all areas of the building. <b>Staff Responsible for Monitoring:</b> Admin and all staff members  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, 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 the graduate profile.

**Performance Objective 4:** Implement PK -12 programming to ensure student and staff health safety with a focus on immunizations, communicable diseases, cardiac health and safety drills, support of healthy and safe life choices.

**Evaluation Data Sources:** % of parents, staff, and scholars who use/attend the established programs.









Student body immunization compliance











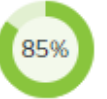





Campus Emergency Response Team AED drills

Absence reports due to Communicable Disease

Suicide/Substance Prevention and Intervention training compliance

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote Live Wise Live Healthy Awareness month's topics through counselor guidance lessons. <b>Strategy's Expected Result/Impact:</b> Scholars and parents will be able to identify programs available to them when a crisis occurs. <b>Staff Responsible for Monitoring:</b> Campus admin Counselors  <b>Title I:</b> 2.4, 2.6, 4.2 <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Meet district deadlines for Teen Screen for 6th graders. Proper administration of the Teen Screen assessment and appropriate next steps will be followed for 6th graders <b>Strategy's Expected Result/Impact:</b> Fewer scholars will go undetected for suicide and/or substance abuse needed support. <b>Staff Responsible for Monitoring:</b> Campus admin Counselors  <b>Title I:</b> 2.4 <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Scholars will meet the district requirements for immunization and have access to information about immunization clinics offered locally in efforts to reduce communicable diseases. <b>Strategy's Expected Result/Impact:</b> Increased percentage of scholars who are fully immunized and/or have access to immunizations. Reduced scholar absences due to communicable diseases. <b>Staff Responsible for Monitoring:</b> Nurse Administration Student Data Specialists  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus Emergency Response Team (ERT) will conduct AED drills each semester <b>Strategy's Expected Result/Impact:</b> ERT will be able to respond quickly should any cardiac event occur on campus <b>Staff Responsible for Monitoring:</b> Nurse Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> All staff will engage in and participate in suicide/substance abuse prevention and intervention compliance videos as well as administrator and counselor led training. <b>Strategy's Expected Result/Impact:</b> Earlier detection of suicide/substance abuse scholars who may be at risk <b>Staff Responsible for Monitoring:</b> Counselors Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Monitor student absences and educate scholars for purpose of reducing communicable disease issues on campus. <b>Strategy's Expected Result/Impact:</b> Reduction in absences due to communicable disease. <b>Staff Responsible for Monitoring:</b> Principals Nurse  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	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 the graduate profile.

**Performance Objective 5:** Scholars in PreK will be provided high quality FrogStreet curriculum to ensure PreK guidelines and district goals are achieved.

**High Priority**  
**Evaluation Data Sources:** CLI engage  
**Summative Evaluation:** Exceeded Objective



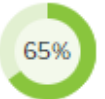





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will use a combination whole group and small group, open center, and peer to peer learning exercises. <b>Strategy's Expected Result/Impact:</b> 85% letter recognition and math scores based on CLI evaluation. <b>Staff Responsible for Monitoring:</b> PreK Director Administration  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	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 unique needs of the graduate profile.

**Performance Objective 6:** Monthly Graduate Profile focus with weekly highlights and incentives for scholars who demonstrate mastery of the identified skill, ie Financial Literacy, Critical Thinking/Problem Solving, Real World Connections, Effective Communication, and Emotional Intelligence.

**High Priority**  
**Evaluation Data Sources:** Graduation Rating for District  
**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide weekly incentive (chain) for scholars who meet the criteria for mastery of skill. <b>Strategy's Expected Result/Impact:</b> Higher graduation rates and understanding of what is required to be a successful RISD graduate. <b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Classroom Teachers  <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> 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. Students will perform at the Meets level in all tested areas.





**Performance Objective 1:** Improve scholar performance and ensure Campus rating of B or Higher









**High Priority**










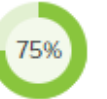

**HB3 Goal**

**Evaluation Data Sources:** Campus Rating  
MAP, IXL Math, STMath Usage and Reports  
Weekly Data Meeting Tracking Reports

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Implement a comprehensive scholar intervention plan (Accelerated Learning Plan) that includes all elements of intervention program criteria and includes monitoring, assessment, and feedback. Scholars will be monitored during I-Time, tutoring, small group, and other additional support times. Intervention is implemented using co-teachers, Reading/Math Interventionists and ESSER support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of scholars moving to a higher performance level on assessments, ie. STAAR, STAAR ALT, TELPAS, TELPAS ALT, CLI, mCLASS, MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Campus admin Campus Instructional Coaches Pre K Director</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement Get Better Faster, Teach Like a Champion, and Texas Reading Academy strategies integrated within the TRS/Lead4Ward/PLC strategies and processes. <b>Strategy's Expected Result/Impact:</b> Data driven instructional delivery with an increase number of scholars meeting their growth goal targets. <b>Staff Responsible for Monitoring:</b> Campus admin Campus Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Track scholar growth on assessments in all areas with a focus on the following student groups: African American, Hispanic, White Economically Disadvantaged in Math, Reading and Science. <b>Strategy's Expected Result/Impact:</b> Increase number of scholars at Meets and increase the current at Approaches scholars to Meets. <b>Staff Responsible for Monitoring:</b> Campus admin Campus Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Scholars will participate in monthly and quarterly attendance challenges that encourage attendance and no tardies. <b>Strategy's Expected Result/Impact:</b> Greater attendance on a daily average Decrease in Tardies on a daily basis <b>Staff Responsible for Monitoring:</b> SDS Administration  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Parents and Scholars will participate in mandatory MAP parent conferences that include education on MAP assessment and student goal setting. <b>Strategy's Expected Result/Impact:</b> Students will improve MAP scores <b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administration  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Weekly PLC time will incorporate Instructional Priorities that focus on STAAR 2.0 alignment and the TTESS Teacher Competencies. <b>Strategy's Expected Result/Impact:</b> Improved Academic Performance for all. <b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches PreK Director  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify







Discontinue







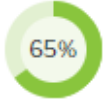

**Goal 2:** We will guarantee that all students will perform at or above grade level. Students will perform at the Meets level in all tested areas.









**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:** Campus will meet or exceed Rating of a B  
MAP Assessment  
mClass Assessment  
STAAR Results

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor strategies to promote improved academic performance in Special Education, 504, Dyslexia, Gifted and Talented, and EB programs.(Federal and State System Safeguards).  <b>Strategy's Expected Result/Impact:</b> Scholars will make a year's worth of growth toward their academic growth in all areas. <b>Staff Responsible for Monitoring:</b> Campus admin Counselors Campus Instructional Coaches ESL Team Campus Special Education Team  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Continue to implement Differentiated Instruction strategies for all grade levels to support and enhance scholar engagement and improve academic performance. (Federal and State System Safeguards). <b>Strategy's Expected Result/Impact:</b> Increased evidence of differentiation in teachers' lesson plans and classroom walk-throughs. Increased student growth on STAAR and MAP assessments. <b>Staff Responsible for Monitoring:</b> Campus admin Counselors Campus Instructional Coaches ESL Team Campus Special Education Team  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> - 211 - Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Campus Vertical Team Meetings PreK -6th will occur twice each semester to address TEK progression across grade levels, instructional delivery best practices, and effective methods for monitoring student work and feedback. <b>Strategy's Expected Result/Impact:</b> Increase number of scholars ending the school year on or above grade level in all Math and Reading. <b>Staff Responsible for Monitoring:</b> Campus Admin Campus Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Direct implementation, monitoring, and evaluation of district curriculum. (Federal and State System Safeguards). <b>Strategy's Expected Result/Impact:</b> Performance Growth Goals Grade level planning meetings Observations/Walk Throughs STAAR academic performance <b>Staff Responsible for Monitoring:</b> Campus admin Campus Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





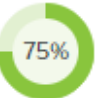

**Goal 2:** We will guarantee that all students will perform at or above grade level. Students will perform at the Meets level in all tested areas.









**Performance Objective 3:** Implement a Balanced Literacy program in grades K-2 to address needs of Foundational Reading using the model and science addressed in Texas Reading Academies.









**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Assessment Results  
MAP Assessment  
mClass Assessment  
Close the Hispanic, African American, 3rd Reading Gap

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will develop a Comprehensive Reading Night that has a parent education program that encourages parents to read with their scholars each evening. (Federal and State System Safeguards).  <b>Strategy's Expected Result/Impact:</b> Improved Student Reading scores on STAAR and MAP <b>Staff Responsible for Monitoring:</b> Campus Admin Campus Instructional Coaches  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Identify best practices to support literacy at each grade level during weekly PLCs. (Federal and State System Safeguards). <b>Strategy's Expected Result/Impact:</b> Evidence of effective tiered instruction in teachers' lesson plans and classroom walk-throughs including I-Time. Improved Student Reading Scores on STAAR and MAP Assessments. <b>Staff Responsible for Monitoring:</b> Campus admin Campus Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Scholars in 3rd grade will have increased performance on the STAAR Reading test. There will be an increase in scholars moving from Approaches to Meets. <b>Strategy's Expected Result/Impact:</b> Improved STAAR Reading for 3rd grade to meet or exceed District Board goals. Improved Math Scores <b>Staff Responsible for Monitoring:</b> Campus admin Campus Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details	Reviews			
<b>Strategy 4:</b> K-2 Teachers, SPED Teachers, ESSER teachers, Principals, and Instructional Coaches are participating in the Texas Reading Academy. <b>Strategy's Expected Result/Impact:</b> Improved foundational reading based on Tier 1 Instruction Improved mClass Scores <b>Staff Responsible for Monitoring:</b> Literacy and Intervention Specialists Administration  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

**Goal 2:** We will guarantee that all students will perform at or above grade level. Students will perform at the Meets level in all tested areas.

**Performance Objective 4:** Ensure 100% of English Language Learners (EB) students will make progress towards an advanced level in proficiency in Reading, Writing, Listening and Speaking. EB 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			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Intervention time will prioritize scholars with needs under HB4545 and Special Student Populations (focusing on scholars receiving Special Education Services) who have not met grade level expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholar performance growth as measured by IEP goals each 9 weeks, MAP, mClass, STAAR, CLI and District Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus admin Special Education Resource teachers Instructional Coached PreK Director</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>				









Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct monthly RtI meetings to support academic and behavior concerns for specific scholars. These meetings will address MTSS and will be documented in Branching Minds.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide more systematic academic and behavior supports/interventions for scholars. Increase ratio of 504/Special Education referrals and those actually meeting the criteria to receive services.</p> <p><b>Staff Responsible for Monitoring:</b> Campus admin Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> - 199 - General Fund</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. Students will perform at the Meets level in all tested areas.



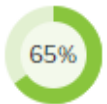

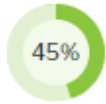







**Performance Objective 5:** Implement a systematic approach to develop new and existing programming to ensure quality instruction and services for ALL scholars

**Evaluation Data Sources:** TELPAS Results  
STAAR Performance, Growth Measures, Closing the Gap Index  
STAAR Alt 2 Results  
MAP Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will provide professional development opportunities to meet the unique ELL need with specific focus on the refugee/aslyee population. <b>Strategy's Expected Result/Impact:</b> Meeting the Performance Growth Goals Improvement in TELPAS scores in all domains: Listening, Speaking, Reading, and Writing. <b>Staff Responsible for Monitoring:</b> Campus admin Campus ESL Dept.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement a targeted intervention for New Comers using the Rosetta Stone program. <b>Strategy's Expected Result/Impact:</b> Increase the number of New Comers scoring Immediate or higher in the Listening and Speaking TELPAS Domains. <b>Staff Responsible for Monitoring:</b> Campus admin Campus ESL Dept.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement Math and Reading Interventionists to accelerate TIER 3 academic performance scholars through small groups and interventions. (Federal and State System Safeguards). <b>Strategy's Expected Result/Impact:</b> Increased evidence o strategies in teachers' lesson plans and in classroom walk-throughs. Increase in scores on STAAR and MAP assessments. <b>Staff Responsible for Monitoring:</b> Campus admin Counselors Campus Instructional Coaches ESL Team Campus Special Education Team Campus Math and Reading Interventionists  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Support Kindergarten and 1st grade teachers with intervention and small group instruction using ESSER Support Teachers. <b>Strategy's Expected Result/Impact:</b> Increased MAP and mCLASS scores. Improved foundational skills <b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches ESSER Teachers Administration  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

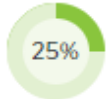

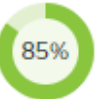





Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Scholars in Grade 6 will improve math and reading performance to meet or exceed District and State scores through intentional intervention during iTime. <b>Strategy's Expected Result/Impact:</b> Increase number of scholars at the Meet Level on the STAAR assessment <b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administration Math Interventionist  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Scholars who did not pass one or more sections of the 2020-2021 STAAR test will be provided 30 hours of Accelerated Learning 4 days a week during iTime for each subject using High Quality State approved materials.. <b>Strategy's Expected Result/Impact:</b> Scholars will improve STAAR scores to meet the minimum passing score at the Approaches level or higher. <b>Staff Responsible for Monitoring:</b> Instructional Coaches Interventionist Administration  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	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. Students will perform at the Meets level in all tested areas.

**Performance Objective 6:** 90% of PK Scholars will score on track on the Children's Learning Institute (CLI) end of year assessment in Letter Recognition and Numeracy.

**High Priority**  
**Evaluation Data Sources:** CLI assessment  
**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly PLC and data meeting based on the informal assessments given by teachers. <b>Strategy's Expected Result/Impact:</b> EOY CLI will be 90% or higher in all areas. <b>Staff Responsible for Monitoring:</b> PreK Director Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	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. Students will perform at the Meets level in all tested areas.

**Performance Objective 7:** Educate community and scholars on career pathways and advanced learning opportunities available for scholars.

**Evaluation Data Sources:** Number of scholars participating in Advanced Learning.









% of GT Professional Development Certifications on Campus





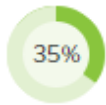

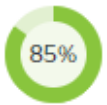





% of Scholars in AVID

Naviance Participation

% of scholars participating in Magnet programs

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Scholars and Community will be invited to a Career Pathways Night to inform about magnet program and career pathways through CTE <b>Strategy's Expected Result/Impact:</b> % of Scholars applying for magnet schools increases Community awareness and support of the CTE programs <b>Staff Responsible for Monitoring:</b> Counselors 6th grade teachers Administration  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monthly Advanced Learning PLC to support identification and support of classroom Advanced Learners. <b>Strategy's Expected Result/Impact:</b> Number of scholars being referred for and/or qualifying for the Advanced Learning program will increase. <b>Staff Responsible for Monitoring:</b> Teachers Advanced Learning Teacher Administration  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Promote GT Professional Development Certification to teachers and encourage participation <b>Strategy's Expected Result/Impact:</b> Percentage of teachers with GT professional Development Hours and Certification <b>Staff Responsible for Monitoring:</b> Advanced Learning Teacher Administration  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 6th grade Scholars will all participate in AVID introduction program and strategies. <b>Strategy's Expected Result/Impact:</b> More scholars will sign up for AVID in Junior High <b>Staff Responsible for Monitoring:</b> 6th grade teacher Instructional Coach Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	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. Students will perform at the Meets level in all tested areas.

**Performance Objective 8:** Awareness & Phonics, Comprehension & Response and Writing Workshop.

-Phonemic Awareness & Phonics: daily explicit and systematic phonics instruction using the Benchmark Resource provided to all K-3 teachers. 15-20 minutes for K-2 teachers and 10-15 minutes per day for 3rd grade teachers.

-Comprehension & Response: students receive frequent and consistent opportunities for time on grade-level texts while demonstrating comprehension, critical thinking and response skills\

-Writing: 30+ minutes of authentic writing workshop where students write using choice & voice and apply phonics, spelling, and grammar knowledge on a daily basis



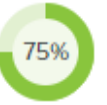





**Summative Evaluation:** Significant progress made toward meeting Objective









**Goal 3:** We will recruit, retain, and reward highly-qualified personnel.

**Performance Objective 1:** Employ recruiting and hiring practices that ensure the hiring of diverse staff.

**Evaluation Data Sources:** Teacher Retention Reports  
Teacher Climate Survey Results  
Parent Survey Data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify, recruit, develop, and retain high-performing employees utilizing the RISD teacher profile/competencies and the Skyview teacher profile. <b>Strategy's Expected Result/Impact:</b> Improved teacher retention rates. Improved district Teacher Climate Survey Results <b>Staff Responsible for Monitoring:</b> Campus admin Human Resources Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide new to Skyview teachers/staff a mentor to support them with campus and district procedures. <b>Strategy's Expected Result/Impact:</b> Improved teacher retention based on teacher retention report. <b>Staff Responsible for Monitoring:</b> Campus admin Lead RPM Mentor Teacher Campus RPM Mentor Teachers  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct new to Skyview meetings without the presence of the rest of the staff. <b>Strategy's Expected Result/Impact:</b> Improve retention of 1st year Skyview staff. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>Funding Sources:</b> - 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 highly-qualified personnel.

**Performance Objective 2:** Seek employee input and feedback from RISD staff to inform decision making.

**Evaluation Data Sources:** Increase in positive response rate of staff in focus group response and/or staff survey responses.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Seek employee input at Business Meetings, campus PLNs, Campus Vertical Team Meetings, PLCs, and RtI Meetings. <b>Strategy's Expected Result/Impact:</b> Improved scores and number of participants on Staff Climate Survey to be greater than 90%. <b>Staff Responsible for Monitoring:</b> Campus Admin  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>Funding Sources:</b> - 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 3:** We will recruit, retain, and reward highly-qualified personnel.

**Performance Objective 3:** Provide necessary professional development to successfully implement meet the Vision, Mission, Goals and Objectives of the district and campus.

**Evaluation Data Sources:** Increase in positive response rate by staff on professional development session evaluation responses. Increase positive response rate by staff on professional developed offered at campus level.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Provide professional development opportunities on campus in all curricular areas to enhance instructional strategies. Opportunities will include focus areas of: Dyslexia ESL GT Sp Ed Differentiation Technology Cultural Diversity/Awareness Engagement and Tier 1 Instruction (TRS/Lead4Ward) <b>Strategy's Expected Result/Impact:</b> Enhanced teacher effectiveness in the classroom as evidenced through T-TESS.  Increased number of scholars to reach STAAR Academic Growth Goals. <b>Staff Responsible for Monitoring:</b> Campus admin Campus Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Funding Sources:</b> - 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 3:** We will recruit, retain, and reward highly-qualified personnel.

**Performance Objective 4:** Strengthen the leadership capacity of campus professionals.

**Evaluation Data Sources:** Increase in the positive response rate on staff surveys regarding campus professionals.

**Summative Evaluation:** Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Support teachers through the TTESS program that incorporates Student Performance and Student Growth as required by state and provide professional development and support resources to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance on TTESS with regard to student and professional growth goals. Improved classroom instruction as evidenced by walk throughs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 199 - General Fund</p>				
<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.

**Evaluation Data Sources:** Increase in positive response rate by parent/community in focus groups meetings, parent engagement meeting, and/or survey results at or above 85%

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities and promote positive parent relations in order to increase participation and maintain parent engagement at or greater than 85% through the use of Blackboard, PTA, and weekly newsletters. All communication will be provided in multiple languages. <b>Strategy's Expected Result/Impact:</b> Increase the number RISD Parent Surveys completed. Increase the number of Parent Survey Results Greater than or equal to 85% Responses (Strongly Agree/Agree). <b>Staff Responsible for Monitoring:</b> Campus admin  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide multiple parent education nights to provide information about community and school resources to support scholar growth. Conduct Fall and Spring parent conferences to discuss progress and growth. <b>Strategy's Expected Result/Impact:</b> Parent attendance as evidenced on event sign-in sheets and increased positive outcomes on Campus Surveys. <b>Staff Responsible for Monitoring:</b> Campus admin Teachers PTA  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide Skyview events for Pre-K parents designed to assist Pre-K scholars and families with transition into Kindergarten. <b>Strategy's Expected Result/Impact:</b> Increase in parent attendance as evidenced on event sign-in sheets <b>Staff Responsible for Monitoring:</b> Campus admin PreK Coordinator Kinder Teachers  <b>Title I:</b> 4.1, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Seek stakeholder input through Site Based Decision Making Team Meeting recommendations at least twice per year. <b>Strategy's Expected Result/Impact:</b> SBDM recommendations for future campus areas of improvement that help Skyview to better connect with the community. <b>Staff Responsible for Monitoring:</b> Campus admin  <b>Title I:</b> 2.6, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools		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 2:** Enhance communication processes to provide stakeholders with timely, effective and reliable communication via a dynamic communication system

**Evaluation Data Sources:** Increase of participation rate from internal and external stakeholders in campus events/activities throughout the year.

**Summative Evaluation:** Significant progress made toward meeting Objective

**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 district strategic planning process.

**Evaluation Data Sources:** Completed 3-5 year Long-Range Strategic Plan representative of staff, students, parents and community.









**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue partnership with Council of PTAs to support parent engagement through the PTA membership drive. <b>Strategy's Expected Result/Impact:</b> EOY PTA Report and State of Texas PTA awards earned. 600 enrolled members of Skyview PTA. <b>Staff Responsible for Monitoring:</b> Campus admin Campus PTA Board  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> 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 4:** We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

**Performance Objective 4:** 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:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote parent volunteer opportunities by rewarding scholars with PBIS House Points for parent volunteer and participation. <b>Strategy's Expected Result/Impact:</b> Increased number of parent volunteers across all venues of campus activities as evidenced in VOLY. <b>Staff Responsible for Monitoring:</b> Campus admin PBIS Team Community Parent Liaison  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> 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 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 resources are optimized in support of continuous improvement in student achievement.

**Evaluation Data Sources:** Maintain district FIRST rating; maintain district bond rating  
Ensure all those on campus who handle money attend required campus-led, district-mandated financial training.

**Summative Evaluation:** Significant progress made toward meeting Objective

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

**Performance Objective 2:** Actively seek alternative revenue sources to meet the needs of Skyview scholars.

**Evaluation Data Sources:** Funded internal and external grant applications  
Funded Donor's Choose projects  
Increased community business partnerships

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to solicit support and apply for grants through foundations and business partners. <b>Strategy's Expected Result/Impact:</b> Programs will be funded that present learning opportunities for scholars. Supplies and materials donated and purchased through grant money will enhance learning for scholars. <b>Staff Responsible for Monitoring:</b> Campus Admin Campus Executive Assistant  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> - 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>				








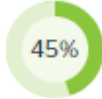


**Goal 6:** We will ensure that our facilities and infrastructure adapt to support our mission.













**Performance Objective 1:** Provide a safe, comfortable, and well-maintained environment at all campuses.





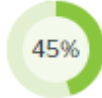







**Evaluation Data Sources:** Expect a positive response rate of 95% or higher from all stakeholders in focus group and/or survey responses.









Staff and scholars are able to react appropriately during emergency situations after receiving scheduled campus training in accordance with district expectations.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor effectiveness of security systems and processes on campus on a continual basis throughout the year. All visitors will check in through the Raptor system. <b>Strategy's Expected Result/Impact:</b> Completion of Yearly Review Completion of "I Know What to do Day" <b>Staff Responsible for Monitoring:</b> Campus admin Front office staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Practice emergency drills periodically including AED drill with Emergency Response Team. <b>Strategy's Expected Result/Impact:</b> Completion of Yearly Review Safety Week (August 29-Sept 2) Drills <b>Staff Responsible for Monitoring:</b> Campus admin Campus nurse  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement a campus-wide discipline program (PBIS) and provide professional development to staff as needed. <b>Strategy's Expected Result/Impact:</b> Reduced number of office referrals, counselor bully referrals, and increased attendance rates. <b>Staff Responsible for Monitoring:</b> Campus Admin Campus PBIS Team  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide training on the Focus Discipline Tracking System in order to implement PBIS and CHAMPS and effectively respond to Corrective Action Plan. <b>Strategy's Expected Result/Impact:</b> # discipline referrals decrease Increased Student Performance each 9 weeks Increased attendance rate <b>Staff Responsible for Monitoring:</b> Campus admin Campus PBIS Team  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Monitor immunization compliance <b>Strategy's Expected Result/Impact:</b> Student immunization records <b>Staff Responsible for Monitoring:</b> Campus admin Campus nurse  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Monitor scholar absences in order to monitor communicable disease issues on campus. <b>Strategy's Expected Result/Impact:</b> Increased student attendance. <b>Staff Responsible for Monitoring:</b> Campus admin Campus nurse  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Maintain Campus Crisis Plan with yearly training for campus teachers and staff before school begins. Focus will continue with training on: *Peer Mediation Teams *Bully Prevention *Second Step Lessons *Internet Safety *Sexual Harassment *Unwanted Physical and Sexual Abuse *Dating Violence *Suicide/Substance Abuse <b>Strategy's Expected Result/Impact:</b> Peer Mediation usage report. Timely Bully Incidents reported Fewer office referrals <b>Staff Responsible for Monitoring:</b> Campus admin Counselors  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Hold "I Know What to Do Day" in October, December, February, and April. Communicate via Blackboard with parents after each safety drill. <b>Strategy's Expected Result/Impact:</b> Scholars are more aware of what to do in the event of a campus emergency/crisis. <b>Staff Responsible for Monitoring:</b> Campus admin SRO  <b>Funding Sources:</b> - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Blackboard communication will be sent to parents after safety drills. <b>Strategy's Expected Result/Impact:</b> Increased parent awareness. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alissa Pearce	Instructional Coach		1.0
Chavon Little	Instructional Coach		1.0
Lydia Hudson	Student Culture Coach		1.0
Tammy Kea	Instructional Coach		1.0
Toni Jackson	Instructional Coach		1.0