

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

---



# Mission Statement

The mission of Thurgood Marshall is to provide exceptional student-centered education in a safe environment by providing consistency and structure while educating the whole child (*social, emotional, and academic*) ensuring opportunities for growth in order to create patterns of success leading to college and career readiness in our connected community.

## Vision

Thurgood Marshall is a welcoming community with high expectations that are exceeded by our students who are empowered to contribute positively to society.

## Core Beliefs

High Expectations

Excellence

Growth

Connections

# 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
Comprehensive Needs Assessment Data Documentation	13
Goals	14
Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.	14
Goal 2: We will guarantee that all students will perform at or above grade level.	27
Goal 3: We will recruit, retain and reward quality personnel.	47
Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.	53
Goal 5: We will actively pursue creative funding sources and responsibly manage current resources to support our mission.	57
Goal 6: We will ensure that our facilities and infrastructure adapt to support our mission.	60
State Compensatory	66
Budget for Thurgood Marshall Elementary	66
Personnel for Thurgood Marshall Elementary	66
Title I Personnel	67

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Thurgood Marshall Elementary is a diverse student population of 538 students in grades PK - 6th. The campus ethnic breakdown is: 68% African American, 16% Hispanic, 9% Asian, 2% White, 3% Multiracial, 1% American Indian, and 1% Pacific Islander. Other campus demographics include: 98% economically disadvantaged, 13% special education, 27% English language learners and 36% mobility rate. Thurgood Marshall continues to monitor special populations on local, district and state assessments for all students with special emphasis on English language learners and students served through special education. Thurgood Marshall values our student and community diversity which provides us with a rich learning environment.

### Demographics Strengths

African American, Special Education, Economically Disadvantaged, English Language Learners, and Non Continuously Enrolled met academic achievement targets in reading as measured by the 2022 STAAR assessment.

African American and Special Education students met academic achievement targets in math as measured by the 2022 STAAR assessment.

All students, African American, Economically Disadvantaged, English Language Learners, and Non Continuously Enrolled students met academic growth targets in reading and math as measured by the 2022 STAAR assessment.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Hispanic, African American, economically disadvantaged and English language learners missed achievement targets in math. **Root Cause:** Lack of foundational skills and number sense.

# Student Achievement

## Student Achievement Summary

Thurgood Marshall Elementary obtained a school accountability rating of 87 B based on the 2022 state accountability. The campus saw achievement growth in the following content areas: 3rd-grade reading, 4th-grade reading, 4th-grade math, 5th-grade reading, 5th-grade math, and 6th-grade reading. As a campus, we focus on TEKS mastery and closing the gap for our students at a faster rate. With the focus on our 5 big rocks (Student Culture, Staff Culture, Collaborative Planning, Data Driven Instruction, and Observation and Feedback), we are striving to achieve academic excellence at the district and state levels. We will also continue to implement the district's comprehensive professional development program and work to ensure all students meet or exceed growth targets.

## Student Achievement Strengths

Based on the 2022 STAAR assessment, the campus saw growth in the following content areas:

3rd grade reading

4th grade reading and math

5th grade reading and math

6th grade reading

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** 42% of students met academic achievement targets at the meets level in English language arts and 33% in math **Root Cause:** Lack of grade level proficiency in reading, foundational skills and number sense

# School Culture and Climate

## School Culture and Climate Summary

One of our big rocks is "Student Culture." We planned minute by minute exemplars and protocols for morning arrival, hallway transitions, common areas and dismissal. The campus is a safe, civil and nurturing environment. In an effort to support the success of all students, Thurgood Marshall has placed emphasis on addressing behavior management through Social and Emotional learning, Positive Behavior and Intervention Support (PBIS) and Trauma-Sensitive classrooms. The implementation of these supporting programs and school structures provide a predictable and consistent environment. We believe this proactive approach to addressing the needs of the whole child will promote a culture of positive interactions between staff, students, and community.

## School Culture and Climate Strengths

Student discipline referrals have declined each year since 2018. Students know, understand, and meet behavior expectations as evident by increased academic performance.

We have been able to retain key staff members to continue moving the work forward.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Discipline referrals for level 1 offenses **Root Cause:** Inconsistent classroom management, procedures, routines and expectations

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Thurgood Marshall Elementary is focused on recruiting, hiring and retaining highly qualified and student focused staff. In order to recruit the best, Thurgood Marshall developed a recruitment team of leaders from our campus. The team interviewed and collaborated on each applicant to ensure our thinking was aligned to the best-fit teachers for our student's needs. Thurgood Marshall is committed to tailoring professional development to meet the needs of all staff based on walkthrough data, student performance data, and needs assessments. We will continue to support all teachers with consistent coaching through observation and feedback, collaborative planning and data meetings to maintain success on our campus. Additionally new teachers have assigned mentors to support throughout the year. With support of RISD, we will remain dedicated to the vision that all students will connect, learn, grow, and succeed

## Staff Quality, Recruitment, and Retention Strengths

Retention of key staff members for the 2022-23 school year.

Teachers serving in key leadership roles to support student, staff, parent and community activities.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** Limited teacher pool with a specific skillset **Root Cause:** Decline in teacher applicants, workload and pay

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Thurgood Marshall has implemented a comprehensive plan to direct the design, implementation, monitoring, evaluation and revision of curriculum. Various data sources are utilized regularly to inform curriculum development as well as the use of campus level specialists to support the implementation of quality instruction. Data indicates the need for continued refinement of curriculum and the associated professional development, in order to identify best practices for advancing the progress of English Language Learners 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. Teacher create 9 week instructional planning calendars which include bi weekly formative assessments. Our master schedule includes a dedicated intervention time for 2nd -6th grade math and reading and 4th-6th grade science. Thurgood Marshall will use differentiated resources and specific strategies to provide support during the intervention time.

## Curriculum, Instruction, and Assessment Strengths

Improvement in consistent aligned instruction

Improvement in instructional delivery utilizing content and realworld connections and checks for understanding questions

Increased performance on district, state, and national assessments

Consistent intervention times and targeted programs

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Inconsistent planning and preparation for daily instruction   **Root Cause:** Lack of advanced planning and preparation



# Parent and Community Engagement

## Parent and Community Engagement Summary

Thurgood Marshall will continue to focus on increasing connections between home and school by providing opportunities for parent and community engagement and involvement. The TME PTA actively promoted membership to staff, parents, and the community. In an effort to provide useful information and help bridge the connection between home and school, Thurgood Marshall hosted a variety of parent events such as Open House, Title 1 parent meetings, MAP parent conferences, and academic nights. We will continue to provide opportunities for stakeholder input, providing translators when needed, and keeping our parents informed through parental information sessions, SMORES, Wednesday weekly folders, and Blackboard Connect.

## Parent and Community Engagement Strengths

Increased parent participation at campus sponsored events

Increased staff participation in PTA

Increased parent participation in PTA

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Limited parental involvement related to academics   **Root Cause:** Inconsistent parental involvement regarding academic related events

# School Context and Organization

## School Context and Organization Summary

The campus goal for 2022-2023 is GROWTH for all students, teachers, administrators, and school personnel. We are focused on 100% of students and staff meeting established growth goals. We are built schedules to maximize instructional time and to provide opportunities for student interventions and acceleration. Campus data meetings will be scheduled to focus on data from mClass, NWEA MAP, TEKS mastery, and to progress monitor student interventions. Based on data, we will have a hyperfocus on math with a continued narrowed focus on reading and science. Student performance will be monitored through for growth and TEKS mastery.

## School Context and Organization Strengths

82% of students met academic growth targets in reading (2022 STAAR data)

83% of students met academic growth targets in math (2022 STAAR data)

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Six achievement targets were missed in math on the 2022 STAAR assessment **Root Cause:** Lack of reading proficiency and foundational math skills in all grade levels.

# Technology

## Technology Summary

Technology integration is an important component of the student learning experience at Thurgood Marshall Elementary. Students utilize iPads during the school day in all core contents to enhance learning, participate in intervention or acceleration. Teachers received new MacBooks and iPads to facilitate the integration of technology with student learning. We also incorporated technology professional learning sessions during campus professional development days to increase the effective implementation of the interactive whiteboards and Apple Classroom tools.

## Technology Strengths

1:1 Technology Devices for Students

Interactive Classroom White Boards and training

Apple Classroom TV

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Inconsistent functionality of devices and Wifi **Root Cause:** Inconsistent Wifi

# Priority Problem Statements

**Problem Statement 1:** 42% of students met academic achievement targets at the meets level in English language arts and 33% in math

**Root Cause 1:** Lack of grade level proficiency in reading, foundational skills and number sense

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Inconsistent planning and preparation for daily instruction

**Root Cause 2:** Lack of advanced planning and preparation

**Problem Statement 2 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 3:** Hispanic, African American, economically disadvantaged and English language learners missed achievement targets in math.

**Root Cause 3:** Lack of foundational skills and number sense.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Limited teacher pool with a specific skillset

**Root Cause 4:** Decline in teacher applicants, workload and pay

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** Limited parental involvement related to academics

**Root Cause 5:** Inconsistent parental involvement regarding academic related events

**Problem Statement 5 Areas:** Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Dyslexia data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-P ESS data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data









# Goals













**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, safety and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning and accelerate learning

**Evaluation Data Sources:** Daily lesson, intervention and acceleration plans reflect a purposeful use of technology.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Seek input from a variety of stakeholders regarding classroom technology integration. <b>Strategy's Expected Result/Impact:</b> Bright Bytes Survey rating increase from Proficient to Advanced.  <b>Staff Responsible for Monitoring:</b> Administrators Teachers Technology Assistant  <b>Title I:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase the purposeful use of technology into daily classroom instruction <b>Strategy's Expected Result/Impact:</b> Lesson plans reflect purposeful instructional tasks incorporating student use of technology <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide purposeful and relevant professional development opportunities for all staff to ensure purposeful integration of technology that positively impacts teaching and learning. <b>Strategy's Expected Result/Impact:</b> Purposeful used of technology to enhance, intervene and accelerate gap closure and student achievement. <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Ensure staff and students demonstrate appropriate and safe digital behavior. <b>Strategy's Expected Result/Impact:</b> Completion of Digital Citizenship Lessons Completion of Annual Staff Compliance Trainings <b>Staff Responsible for Monitoring:</b> Administators Teachers Campus Technology Assistant LITE  <b>Title I:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 2:** Implement activities during the school day to support students' academic, social, and emotional growth.

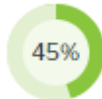







**Evaluation Data Sources:** 100% of students will engage in daily SEL lessons

100% of students will participate in enrichment activities









100% of students will participate in grade level assemblies to establish clear expectations for conduct and academic performance.

Increase the number of available after school activities

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Second Step curriculum daily for grades PK - 6th. <b>Strategy's Expected Result/Impact:</b> Increase in percent positive responses on student and staff surveys Increase in student attendance 100% daily implementation Decrease in referrals and ISS/OSS consequences <b>Staff Responsible for Monitoring:</b> Administrators Culture Coach Teachers Counselors  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Administrators and counselors will train staff on the student support plan, bullying & suicide prevention, harassment, trauma, and healthy life choices. <b>Strategy's Expected Result/Impact:</b> Increase in percent positive on climate survey for staff and students Decrease in referrals and ISS/OSS consequences Administrators will communicate with parents of bullying incidents as established by RISD guidelines <b>Staff Responsible for Monitoring:</b> Administrators Culture Coaches Teachers Counselors  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Implement academic enrichment opportunities and after school extracurricular activities. <b>Strategy's Expected Result/Impact:</b> Increase in student attendance and engagement Decrease in referrals and ISS/OSS consequences Increase in positive responses on the staff climate survey and student survey <b>Staff Responsible for Monitoring:</b> Administrators Culture Coaches Teachers Counselors  <b>Title I:</b> 2.5, 2.6 - <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 expectations of the graduate profile.









**Performance Objective 3:** Ensure the school culture and environment embraces equity, diversity, and inclusion

**Evaluation Data Sources:** Implement social and emotional learning lessons on a weekly basis.

Culture diversity is reflected in staff demographics

Provide translation and interpretation services as needed

Campus equity liaison

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Support and sustain cultural competency practices in hiring and providing enrichment, academic, and extra-curricular opportunities <b>Strategy's Expected Result/Impact:</b> Increase in positive relationships with teachers, students, and parents Decrease academic retention rate Increase academic and extra-curricular participation <b>Staff Responsible for Monitoring:</b> Administrators Culture Coach Teachers Counselors  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and maintain a multicultural committee to recognize student and staff cultures through a variety of events and celebrations. <b>Strategy's Expected Result/Impact:</b> Staff, student and parent survey data will positively reflect inclusiveness <b>Staff Responsible for Monitoring:</b> Administrators Teachers  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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 expectations of the graduate profile.

**Performance Objective 4:** Establish, train, and implement student culture routines (PBIS), the management trajectory, and strategies to build positive staff and student relationships.

- Evaluation Data Sources:** 90% or higher proficient ratings on TTESS Domain 3: Learning environment
- Reduction of behavior referrals compared to 2021-22
- Reduction in bullying and/or harassment incidents compared to 2021-22
- Follow district guidelines for communicating to parents regarding bullying incidents
- Ensure Teen Screen is implemented in grade 6

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Train staff in small groups to practice student culture routines and review the TME student support plan <b>Strategy's Expected Result/Impact:</b> 100% of staff will implement daily student culture routines, procedures, and expectations 100% of staff will follow the outlined procedures for recognizing and reporting suicide and bullying outcries Decrease in behavior infractions OSS/ISS placements <b>Staff Responsible for Monitoring:</b> Administrators and counselors  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Common Area Posters, Floor Tape, Paw Prints - 199 - General Fund - \$400		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The instructional leadership team will provide real-time coaching to support teachers in classroom management and relationship building. <b>Strategy's Expected Result/Impact:</b> Increase in percent positive on staff and student survey. 85% or our teachers will be at or above proficient in TTESS domain 3 Teachers will receive weekly feedback and face to face coaching as needed <b>Staff Responsible for Monitoring:</b> Administrators Culture Coach Instructional Coaches  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	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 expectations of the graduate profile.

**Performance Objective 5:** Establish a Campus Emergency Response Team (ERT), train staff members in emergency procedures and conduct AED drills each semester

**High Priority**

**Evaluation Data Sources:** Ensure 100% of ERT members are trained and drills are conducted as scheduled.

**Summative Evaluation:** Met Objective



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train staff on emergency procedures, create a schedule to conduct monthly drills and implement feedback. <b>Strategy's Expected Result/Impact:</b> Emergency response teams responds in a crisis and works together to ensure student and staff safety. 100% of students know what to do in an emergency and follow outlined expectations.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> 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 1:** We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

**Performance Objective 6:** Implement strategies to support the graduate profile and develop competencies in the areas of financial literacy, critical thinking/ problem solving, real word connections, effective communication, and emotional intelligence.

**Evaluation Data Sources:** 100% of students will increase understanding of financial terms and make real world connections  
100% of students will analyze problems, evaluate options, and apply solutions.  
100% of students will increase oral, written, and non-verbal communication skills.  
100% of students will increase understanding of various cultures at Thurgood Marshall ES

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement monthly financial literacy lessons that reinforce vocabulary and help students make real world connections.  <b>Strategy's Expected Result/Impact:</b> Increased number of students who can apply vocabulary (earning, spending, saving, borrowing and protecting money) <b>Staff Responsible for Monitoring:</b> Administrators IC's Teachers Culture Coach  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement quarterly activities that provide opportunities for students to critically think, problem solve through a variety of situations and communicate oral and written outcomes. <b>Strategy's Expected Result/Impact:</b> Increased ability for students to critically think through challenging situations and work as a team to apply solutions. <b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches Culture Coach  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase cultural awareness through purposeful activities to engage students, parents, and staff <b>Strategy's Expected Result/Impact:</b> Increased participation in campus activities to recognize and celebrate a variety of cultures Increased ability to orally communicate and provide a written response related to newly acquired knowledge of various cultures <b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches Culture Coach  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





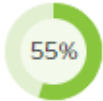

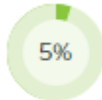



**Goal 1:** We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.









**Performance Objective 7:** Create and maintain a coordinated health program to promote and support healthy choices by students and staff.

**Evaluation Data Sources:** 100% of teachers are trained in RISD Suicide Protocol as evident by sign in sheets.

Promote Live Wise Live Healthy Programs in SMORES and Weekly Folders

100% of staff completes required RISD health services trainings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus counselors will provide suicide and trauma training to teaching staff. <b>Strategy's Expected Result/Impact:</b> 100% of teachers will participate in annual suicide and trauma training. <b>Staff Responsible for Monitoring:</b> Counselors Administrators  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will promote Live Wise Live Healthy district activities to staff, students, and parents. <b>Strategy's Expected Result/Impact:</b> 100% of staff will receive information related to the Live Wise Live Healthy initiative. Increased parent engagement in district activities <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> The campus nurse will contact parents regarding the need for specific health action plans for students based on need. <b>Strategy's Expected Result/Impact:</b> The campus will have a health action plan for students based on need. <b>Staff Responsible for Monitoring:</b> Nurse Administrators  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					





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







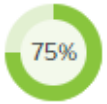





**Performance Objective 1:** Align and maintain written, taught, and assessed curriculum at all grade levels and in all subject areas (TRS, Lead4Ward and PLC)













**High Priority**

**Evaluation Data Sources:** Percent of PreK students "on track" based on Circle assessment  
Percent of K-3 student reading at or above grade level as measured by MAP.  
Percent of K-2 students increase one or more proficiency levels on TELPAS  
Increase number of students moving from "approaches" to "meets" in all tested areas.  
Increase in the TTESS performance band ratings

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Administrators will conduct a minimum of 5 walkthroughs per week and at least 2 walkthroughs for each teacher on their caseload per month to ensure consistent delivery of curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased proficiency on TTESS rubric Aligned and purposeful instruction</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will plan collaboratively each week using the campus PLC protocol to align the written, tested and taught curriculum. <b>Strategy's Expected Result/Impact:</b> Increase proficiency in domain 2 of the TTESS rubric Evidence of PLC 4 questions during instruction and professional development Evidence of Lead4ward tools utilized during planning <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The instructional leadership team members will develop weekly schedules to prioritize job specific roles related to student and staff culture, observations and feedback, data driven instruction and collaborative planning. <b>Strategy's Expected Result/Impact:</b> 85% of our teachers will be at T-TESS proficient or above. <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> K-3 teachers and administrators will participate in the Texas Reading Academy to build content knowledge and pedagogy for teaching reading. <b>Strategy's Expected Result/Impact:</b> Student reading levels will increase The number of Tier 3 students in reading will decrease Teacher proficiency for teaching reading will increase <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Instructional coaches, interventionists and teachers will collaborate to develop bi-weekly formative assessments and prioritize standards in grades 3-6, in all STAAR tested subjects. <b>Strategy's Expected Result/Impact:</b> Increase of student mastery on tested TEKS <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide relevant Professional Development on researched based best practices with a focus on specialized groups (All students, African American, Hispanic, Economically Disadvantaged, Special Education and English Learners) <b>Strategy's Expected Result/Impact:</b> Increased proficiency in domains 2 and 3 of the TTESS rubric Teachers delivering professional development on best practices for TME students. Evidence of modifications and accommodations in the classroom Increase in student performance on district and state assessments <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches  <b>Title I:</b> 2.4, 2.5, 2.6	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 2:** Implement a systematic approach to ensure quality instruction and service supports for ALL students.









**Evaluation Data Sources:** Percent of students who meets or exceed district and state performance growth goals







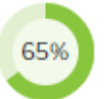

Percent of PreK students "on track" based on Circle assessment







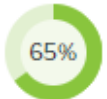

Percent of K-3 student reading at or above grade level as measured by MAP.

Percent of K-2 students increase one or more proficiency levels on TELPAS









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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training and minute by minute expectations for literacy, math and science instructional blocks <b>Strategy's Expected Result/Impact:</b> Gradual release model implemented daily with fidelity Increase in domain 2 of the TTESS rubric <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <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>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional Materials to Core Contents - 211 - Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Benchmark (K-5), Units of Study (6th) and LLI will be implemented in the K-6 classroom based on data. Benchmark PD and LLI PD will be provided at the campus from ILT and reading consultant. <b>Strategy's Expected Result/Impact:</b> 80% of students will meet their progress goal as measured by the MAP EOY. <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers will implement a gradual release model during the RLA block including: phonics, targeted mini-lesson, small group instruction (based on data), aligned high level questions, purposeful aligned instructional tasks and formative assessment  <b>Strategy's Expected Result/Impact:</b> Students will meet or exceed EOY RLA growth goals Increased student academic achievement on MAP and STAAR assessments  <b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches Interventionists  <b>Title I:</b> 2.4, 2.6 - <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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> The Instructional leadership team will participate in ongoing leadership development, including instructional calibration walks and real-time coaching to support teachers in classroom management and high yield instructional strategies  <b>Strategy's Expected Result/Impact:</b> Increase teacher proficiency in domains 2 and 3 on the TTESS rubric Increased student growth and achievement on Circle, mClass, MAP and STAAR  <b>Staff Responsible for Monitoring:</b> Administrators Instructional Leadership Team  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Administrators will observe all teachers on their caseload, complete the Eduphoria walkthrough form within 48 hours, identify the highest leverage move, recommend upgrade and provide either real-time coaching or face to face feedback to each teacher. <b>Strategy's Expected Result/Impact:</b> 100% of teachers will receive observation and feedback using the TTESS walk-through form at least twice per month <b>Staff Responsible for Monitoring:</b> Administrators Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Math teachers will implement "Do the Math" or "Zearn" for iTime and HB4545 tutoring to accelerate student growth. <b>Strategy's Expected Result/Impact:</b> Increased number of students meeting EOY math growth goals Decrease of students in tier 3 for math Increased performance on MAP and STAAR assessments <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					



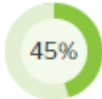
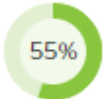


Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Kindergarten through 2nd grade students will participate in daily phonics lessons, guided reading/small group lessons and interventions based on need to increase grade level reading proficiency  <b>Strategy's Expected Result/Impact:</b> 100% of classroom teachers will implement daily phonics lesson, guided reading and small group reading as measured by classroom walkthroughs and kid talk meetings. Increased reading levels and reduction of students in tier 3 Increased EOY goal attainment  <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <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 1: Strong School Leadership and Planning, 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 2:** We will guarantee that all students will perform at or above grade level.









**Performance Objective 3:** Track the mastery of student performance to ensure all students meet end of year growth goals.

**Evaluation Data Sources:** Increased performance on unit and biweekly formative assessments  
Increase in percent of students who meet or exceed MAP, Circle and STAAR performance growth goals  
Increase in percent of K-3 student reading at or above grade level as measured by MAP.  
Increase in percent of K-2 students that progress one or more proficiency levels on TELPAS  
Decrease in percent of K-2 students in tier 3 on mClass assessments

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct BOY, MOY & SIM goal setting conferences with students <b>Strategy's Expected Result/Impact:</b> Students set goals based on performance At least 80% of students meet end of the year growth goals on Circle, MAP and STAAR <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <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	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement data meetings and kid talk meetings (MTSS) to discuss student performance (tier 3, special education and EL) and maintain or revise intervention plans in Branching Minds. <b>Strategy's Expected Result/Impact:</b> Increase number of students meeting interim goals (DRA, biweekly assessment, unit assessments etc.) Decrease in number of students in tier 3. <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Classroom teachers and interventionists will develop BOY and MOY action plans to meet the diverse needs of students in their classroom. <b>Strategy's Expected Result/Impact:</b> Increased student academic achievement Increased reading levels (DRA) 80% of students will meet EOY MAP goals Reduction of tier 3 students on mClass assessments <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers 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>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				



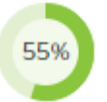

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Progress monitor student performance on skill development, reading level, number sense and High Priority TEKS outlined by Lead4ward heat map. <b>Strategy's Expected Result/Impact:</b> Increase proficiency on grade level TEKS 80% of students meet end of the year growth on MAP and STAAR assessments Increased performance band achievement on STAAR <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <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 4: High-Quality Instructional Materials and Assessments, 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.









**Performance Objective 4:** Increase the number of students at or above grade level in math, RLA and science and increase student performance in each state identified student group.

- Evaluation Data Sources:** Increased reading performance in 3rd - 6th grade on the 2023 STAAR assessment compared to 2022
- Increased math performance in 3rd - 6th grade on the 2023 STAAR assessment compared to 2022
- Increased science performance in 5th grade on the 2023 STAAR assessment compared to 2022
- Increased African American and EL student performance in all tested areas.
- Conduct milestone walks in RLA (mini-lesson, guided reading and writing) and math (mini-lesson, small groups and do the math).

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Provide ongoing training to teachers and implement targeted mini-lessons and daily small groups to meet the needs of students in math and reading language arts and 5th grade science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on mClass, MAP and STAAR assessments</p> <p>Increase on level performance in math, reading and science</p> <p>Reduction of tier 3 student performance and increase in tier 1 performance</p> <p>Increased proficiency in TTESS domain 2</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p>Instructional Coaches</p> <p>Teachers</p> <p><b>Title I:</b></p> <p>2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b></p> <p>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b></p> <p>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide training, planning meetings and fidelity walks with literacy consult 1-2 times per month to increase quality of instruction, content knowledge, pedagogy and small group implementation. <b>Strategy's Expected Result/Impact:</b> Increase in teacher proficiency for TTESS domain 2 Increased in student growth for mClass, MAP and STAAR assessments Increase of on level reading proficiency Decrease in tier 3 students on mClass and MAP. <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide daily intervention and accelerated (HB4545) instructional time before school and during iTime in math, reading and 6th grade science. <b>Strategy's Expected Result/Impact:</b> Increase number of student moving from "did not meet" to "approaches or higher" 100% of eligible students will receive intervention and/or accelerated learning time before school, and/or during the iTime block for each subject. 100% of teaching staff will utilize aligned grade level resources to support TEKS mastery <b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches 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>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Instructional Books for Reading, Math and Science - 211 - Title I, Part A - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
				



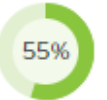





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Train teachers to implement purposeful activities for students to practice new STAAR 2.0 question types and provide opportunities to construct responses across content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of 2nd - 6th grade students have multiple experiences with new STAAR 2.0 question types 100% of 2nd - 6th grade teachers use the TEA scoring guide to grade constructed responses and provide feedback to students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> 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 5:** Promote and encourage gifted and talented and ESL certification for classroom teachers.

**Evaluation Data Sources:** Increase the number of teachers with GT and ESL certification

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide reminders and training information for GT and ESL certification opportunities <b>Strategy's Expected Result/Impact:</b> Increased differentiation for GT and EL students in the classroom. <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> 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>				


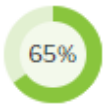
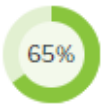





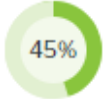









**Goal 2:** We will guarantee that all students will perform at or above grade level.

**Performance Objective 6:** Teachers demonstrate the RISD teacher competencies as a reflective practitioner.

- Evaluation Data Sources:** 100% of teachers will set measurable professional and student growth goals.  
100% of teacher will implement feedback to improve instructional delivery.  
100% of teachers will use student performance data to set short and long term goals.  
100% of teachers will provide daily instruction aligned to the TEKS and TTESS rubric.  
100% of teachers will follow the Educators Code of Ethics.  
100% of teachers will establish a safe classroom environment that is structured for success.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Thurgood Marshall teachers will set a professional goal in alignment domain 2 of TTESS and a student growth goal aligned with MOY and EOY MAP growth, fitness gram, and district created music and art assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers set a professional goal in alignment with TTESS domain 2 100% of teachers set an EOY student growth goal</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches</p> <p><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>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Kindergarten through sixth grade teachers will participate in campus data meetings and create action plans to address specific student needs. <b>Strategy's Expected Result/Impact:</b> Decrease tier 3 student performance Increased tier 1 students performance <b>Staff Responsible for Monitoring:</b> Administrators Teachers Instructional Coaches  <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>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All teachers will deliver aligned tier 1 instruction and timely interventions in a learning environment that is proficient or higher based on the TTESS rubric for domain 3. <b>Strategy's Expected Result/Impact:</b> Proficient or higher ratings for domain 3 of TTESS Proficient or higher ratings for domain 2 of TTESS <b>Staff Responsible for Monitoring:</b> Adminsitrators  <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>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All teachers will meet the expectations outlined in the Texas Educators Code of Ethics. <b>Strategy's Expected Result/Impact:</b> 100% of teachers will follow the guidelines of the Texas Educators Code of Ethics and dimension 4.1 of the TTESS rubric. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify




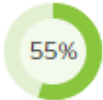


Discontinue






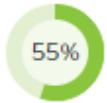






**Goal 2:** We will guarantee that all students will perform at or above grade level.

**Performance Objective 7:** Emergent bilingual students will increase proficiency levels in reading, writing, listening, and speaking as measured by TELPAS.

**Evaluation Data Sources:** Each emergent bilingual student will increase in performance to the next proficiency level in each of the four TELPAS domains- listening, speaking, reading, and writing on the TELPAS assessment.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Emergent bilingual students will set listening and speaking goals based on their current proficiency level as indicated by the 2022 TELPAS data. They will practice listening and speaking activities using TELPAS-like prompts in their classrooms and record themselves on Flipgrid. ESL and classroom teachers will listen to the recordings and provide necessary feedback and assist the students in evaluating their own progress using a kid-friendly speaking rubric.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent bilinguals will increase performance bands in the listening and speaking domains of the TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Classroom teachers ESL Specialists Students</p> <p><b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>				

Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> The ESL Specialists will provide training on the 7 Steps to a Language-Rich Classroom and the required ELPS training for all classroom teachers. These instructional strategies which are designed to address the specific needs of Emergent Bilingual students will be implemented in lessons in the classrooms by teachers, specialists, and interventionists.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent bilinguals will develop the academic language proficiency in English necessary for high achievement on the grade level standards.</p> <p>Emergent bilinguals will increase performance bands in the listening, speaking, reading, and writing domains of the TELPAS.</p> <p>The number of Emergent Bilinguals achieving the approaching meets, and masters levels in STAAR will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Content Coaches ESL Specialists Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> All teachers of Emergent Bilinguals will plan for and implement content and language supports while teaching and assessing students as dictated by each student's current language proficiency level and in consultation with the EL Specialists.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved performance in reading, writing, and math in Emergent Bilingual students as a result of clearer, better-defined, and more easily understood content.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators ESL Specialists Classroom teachers Interventionists</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>		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 8:** Establish a campus attendance team to monitor student attendance and absences through Attention to Attendance (A2A).

- High Priority**
- Evaluation Data Sources:** Student attendance data by week, six weeks, quarter and semester.
- Next Year's Recommendation:** Integrate updating Student Data Secretaries frequently.


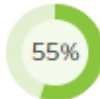
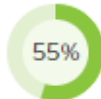





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The culture coach, community outreach specialist, and administrators will monitor student attendance, absences information (to monitor communicable disease issues) and conduct parent conferences.  <b>Strategy's Expected Result/Impact:</b> Increase in student attendance Reduction repeat attendance concerns Increased student academic achievement Reduction in truancy and excessive absences  <b>Staff Responsible for Monitoring:</b> Administrators Counselors Student Culture Coach Community Outreach Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> 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 3:** We will recruit, retain and reward quality personnel.

**Performance Objective 1:** Employ recruiting and hiring practices that ensure the hiring of diverse staff reflective of TME student population

**Evaluation Data Sources:** Increase in diverse demographic representation in campus hiring.

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Campus leadership will recruit and recommend for hire state certified and committed staff from various cultural backgrounds (gender, ethnicity and language). <b>Strategy's Expected Result/Impact:</b> Increase retention rate Increase in positive relationships with staff and students Increased student academic achievement <b>Staff Responsible for Monitoring:</b> Adminisrators  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			






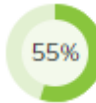






**Goal 3:** We will recruit, retain and reward quality personnel.

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

**High Priority**

**Evaluation Data Sources:** Increase in positive response rate of staff in focus group response and/or staff survey  
Teacher representation on SBDM

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus leadership will build leadership capacity by providing opportunities for teachers to lead professional development, PLC's, serve on focus groups, SBDM and organize school events. <b>Strategy's Expected Result/Impact:</b> Increase student academic achievement Increase retention rate Increase on staff climate survey <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches  <b>Title I:</b> 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus leadership will promote a positive work environment by providing various recognitions and events to recognize staff members for their hard work and dedication. <b>Strategy's Expected Result/Impact:</b> Increase staff morale and positive school culture <b>Staff Responsible for Monitoring:</b> Administrators ILT Teacher Leaders  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				











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

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

**High Priority**

**Evaluation Data Sources:** Increase in positive response rate by staff on responses based on professional developed offered at campus









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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus leadership will provide professional development for staff on quality instruction, management trajectory, lesson planning and delivery, PLC's, Lead4ward, Gifted & Talented Dyslexia, English Learner, and behavior management and students with disabilities. <b>Strategy's Expected Result/Impact:</b> Increase retention rate Increase student academic achievement <b>Staff Responsible for Monitoring:</b> Administrators Culture Coach Instructional Coaches  <b>Title I:</b> 2.4, 2.6	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 4:** Strengthen the leadership capacity of campus administrators.

- High Priority**
- Evaluation Data Sources:** Increase in positive response rate on staff surveys regarding campus leadership ("Overall, the campus is headed in the right direction.")
- Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide campus leadership development in monitoring quality of instruction, student achievement and campus culture and climate. <b>Strategy's Expected Result/Impact:</b> Increase of positive responses on the staff climate survey regarding campus support <b>Staff Responsible for Monitoring:</b> Administrators Instructional Leadership Team  <b>Title I:</b> 2.5	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 5:** Retain and reward quality professional and auxiliary staff

**High Priority**

**Evaluation Data Sources:** Increase in retention rate in 2023 compared to 2022.  
Promote and encourage Teacher Incentive Allotment

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Instructional coaches provide side by side planning with teachers, model lessons, campus administrators will provide planning days, and ILT will create opportunities to celebrate and show appreciation. <b>Strategy's Expected Result/Impact:</b> Increased job satisfaction Increased morale Increased retention <b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches Culture Coach Grade Level Leaders  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, 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 6:** Implement campus new teacher program, assign campus mentors and ongoing professional development (content areas, student support, special education) and provide support and feedback through weekly PLC's and walk-through feedback

**Evaluation Data Sources:** Monthly new teacher meetings (agenda and sign in sheets)  
Weekly PLC's and walk-through feedback  
Monthly professional development & vertical PLC's  
New teacher and new to campus mentors.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Assign mentors to new teachers and conduct monthly meetings <b>Strategy's Expected Result/Impact:</b> 100% of new teachers will have an assigned mentor New teacher attendance and sign in sheets Increased T-TESS observation feedback in domains 2 and 3 <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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 4:** We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.









**Performance Objective 1:** Increase partnership between home and school by providing opportunities for parent and community engagement

**Evaluation Data Sources:** Increase in positive response rate by parent/community survey results

Increased attendance at school sponsored events

Increase parent representation on PTA and SBDM

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will host parent workshops, academic nights, open house and teacher/parent conferences. <b>Strategy's Expected Result/Impact:</b> Increase student academic achievement Increased parental involvement <b>Staff Responsible for Monitoring:</b> Administrators Counselors Teachers Culture Coach  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Workshop supplies and snacks - 211 - Title I, Part A - \$200	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Promote and recruit membership with campus PTA through a membership drive <b>Strategy's Expected Result/Impact:</b> 100% staff membership in PTA Increase parent membership in PTA Increase community membership in PTA <b>Staff Responsible for Monitoring:</b> Parent and Community Liaison Administrators Counselors Culture Coach  <b>Title I:</b> 2.5, 4.2 <b>Funding Sources:</b> Workshop and meeting supplies - 211 - Title I, Part A - \$50	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



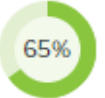







Discontinue

**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 positive response rate from internal and external stakeholders in focus group and/or survey responses
- Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The campus will maintain timely communications with parents in English and Spanish (weekly folders, digital marquee and Blackboard Connect, Smore newsletter, website updates etc.), conduct annual parent title 1 parent meeting and distribute the parent involvement policy and parent school compact. <b>Strategy's Expected Result/Impact:</b> Increased student academic achievement Increased parental involvement <b>Staff Responsible for Monitoring:</b> Administrators Counselors  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Weekly folders and paper - 211 - Title I, Part A - \$200		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			









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

**Performance Objective 3:** Expand volunteer opportunities for existing partners and create opportunities for community groups and corporations

**High Priority**

**Evaluation Data Sources:** Volunteer hours, names, hours, organizations, locations

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide volunteer opportunities at the campus to support staff, student culture and academic achievement. <b>Strategy's Expected Result/Impact:</b> Increased student academic achievement Increased volunteer hours each month Increase attendance at extra-curricular activities <b>Staff Responsible for Monitoring:</b> Administrators Counselors Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				
















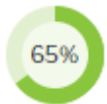
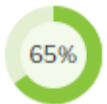









**Goal 5:** We will actively pursue creative funding sources and responsibly manage current resources to support our mission.

**Performance Objective 1:** Operate in a fiscally responsible, effective, and efficient manner in all financial matters to ensure adequate resources to support continuous improvement in student achievement

**Evaluation Data Sources:** Maintain district FIRST rating; maintain district bond rating

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop, monitor and maintain campus budgets bi-weekly. <b>Strategy's Expected Result/Impact:</b> Purchased materials and supplies directly support classroom instruction, student culture and staff culture <b>Staff Responsible for Monitoring:</b> Principal Executive Assistant  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide training and support for all support staff processing PO's, sub payment etc. and ensure staff follow proper policies and procedures. <b>Strategy's Expected Result/Impact:</b> 100% compliance with district policies and procedures <b>Staff Responsible for Monitoring:</b> Principal Executive Assistant  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide employee training on proper money handling procedures in the fall and spring semesters <b>Strategy's Expected Result/Impact:</b> 100% compliance with RISD money handling procedures <b>Staff Responsible for Monitoring:</b> Principal Executive Assistant  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				


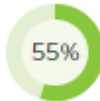
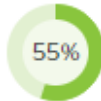





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Ensure executive assistant is aware of proper procurement procedures etc. <b>Strategy's Expected Result/Impact:</b> 100% compliance with RISD procurement procedures. <b>Staff Responsible for Monitoring:</b> Principal Executive Assistant  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Ensure campus expenditures support student outcomes, teaching and learning and increase morale and retention <b>Strategy's Expected Result/Impact:</b> Support teachers with materials needed for quality instruction implementation All expenditures align to quality instruction, student achievement or positive climate and culture. <b>Staff Responsible for Monitoring:</b> Administrators Executive Assistant  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	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 2:** Identify and apply for campus grants to support instruction and student activities.

**Evaluation Data Sources:** Apply for Donor's Choose, RISD Foundation, community grants to support campus needs.

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









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote available grants and provide assistance in writing grants for the campus <b>Strategy's Expected Result/Impact:</b> Increased grant applications increased communication regarding available grants <b>Staff Responsible for Monitoring:</b> Administrators Community Outreach Specialists Counselors Teachers Instructional Coachs  <b>Title I:</b> 2.4, 2.6, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> 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 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:** Increase in positive response rate from internal and external stakeholders in focus group and/or survey responses;

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus leadership in conjunction with custodial services will ensure the school environment is well-maintained and supports academic achievement, staff and student culture <b>Strategy's Expected Result/Impact:</b> Increase positive responses on the staff, student and parent surveys <b>Staff Responsible for Monitoring:</b> Administrators Custodial Staff Executive Assistant  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus nurse will coordinate an effective health program to monitor student absences, immunization compliance, and monitor communicable disease issues on campus. <b>Strategy's Expected Result/Impact:</b> Student attendance reports Health services report Decrease spread of communicable diseases Increased students and staff attendance <b>Staff Responsible for Monitoring:</b> Administrators Nurse  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Counselors will provide guidance lessons and professional development regarding bullying and harassment prevention in order to meet requirements for David's law <b>Strategy's Expected Result/Impact:</b> Safe, civil and structured environment for learning. <b>Staff Responsible for Monitoring:</b> Administrators Student Culture Coach Counselors  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide suicide, child abuse and substance abuse prevention training for all staff. <b>Strategy's Expected Result/Impact:</b> Safe, civil and structured environment for learning. <b>Staff Responsible for Monitoring:</b> Administrators Counselors  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Communicate campus dress code and district cell phone policy to students and parents <b>Strategy's Expected Result/Impact:</b> Increased compliance with dress code and cell phone expectations. <b>Staff Responsible for Monitoring:</b> Administrators Culture Coach Teachers  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Front office staff will ensure all visitors permitted beyond the office are Raptor'd, display a visitors badge and are escorted to their designated location. <b>Strategy's Expected Result/Impact:</b> 100% of visitors in the school building have Raptor clearance <b>Staff Responsible for Monitoring:</b> Administrators Front office staff Staff (looking for Raptor Badge)  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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

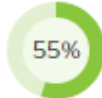







**Performance Objective 2:** Implement standard response protocol for campus safety and security









**Evaluation Data Sources:** Emergency Drill Logs

I Know What To Do Days

Live Wise, Live Healthy

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teach emergency drill expectations during culture days and provide periodic practice of emergency drills and training for staff and students. Implement "I Know What to Do Days" (October, December, February and April) and Safety Week in August.  <b>Strategy's Expected Result/Impact:</b> Maintain a safe and civil environment conducive to learning Staff and student safety during drills and actual emergencies <b>Staff Responsible for Monitoring:</b> Administrators Instructional Leadership Team Executive Assistant Counselors  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement monthly scheduled safety drills and communicate with parents via blackboard connect following safety drills  <b>Strategy's Expected Result/Impact:</b> Parent Notification and reinforcement Staff and students follow outlined procedures and expectations. <b>Staff Responsible for Monitoring:</b> Administrators Emergency Repose Team  <b>Title I:</b> 2.6, 4.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Implement Safety Week (August 29 - September 2) to teach and practice the following drills (evaluate, hold, secure, lockdown, shelter and fire drills). <b>Strategy's Expected Result/Impact:</b> 100% of staff and students know and follow the expectations for each safety drill. <b>Staff Responsible for Monitoring:</b> Administrators Culture Coach Counselor Executive Assistant  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

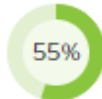

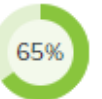







**Goal 6:** We will ensure that our facilities and infrastructure adapt to support our mission.

**Performance Objective 3:** Maintain an updated Campus Improvement Plan (November 18, January 27, March 31 and June 9).

**Evaluation Data Sources:** Principal will update the CIP quarterly to show progress toward goal attainment.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The principal will make quarterly progress updates to the campus improvement plan. <b>Strategy's Expected Result/Impact:</b> Quarterly updated campus improvement plan Progress monitoring of campus goals and progress toward goal attainment <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> 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>				

# State Compensatory

## Budget for Thurgood Marshall Elementary

**Total SCE Funds:** \$13,000.00

**Total FTEs Funded by SCE:** 3

**Brief Description of SCE Services and/or Programs**

Funded services include literacy and math consultants to provide training and modeling on best practices for reading, writing and math instruction.

## Personnel for Thurgood Marshall Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amanda Marcott	Instructional Coach	1
Erik Watkins	Culture Coach	1
Miquasia Monroe	Instructional Coach	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Marcott	Instructional Coach	Instructional Support	1
Erik Watkins	Culture Coach	Student Support	1
Miquasia Monroe	Instructional Coach	Instructional Support	1