



# Agenda of Called Meeting / Work Session

## Thursday, September 29, 2022

### The Board of Trustees

### Richardson ISD

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A Called Meeting / Work Session of the Board of Trustees of Richardson ISD will be held Thursday, September 29, 2022, beginning at 6:00 PM in the Administration Building, 400 S. Greenville Ave, Richardson, TX 75081.

Prior to or during consideration of agenda subjects, the board will hear public comments from any member of the public who has complied with District procedures for signing up to speak. The notice for this meeting was posted on September 26, 2022.

Public Comments: - Persons wishing to address the Board must complete an online Public Comment form by signing up at <https://web.risd.org/board/public-comments/> beginning when the meeting agenda is posted through 12:00 p.m. on the day of the meeting. RISD will not accept submissions after 12:00 p.m. on the posted meeting date. Persons who do not have access to a computer to complete the Public Comment form online may contact the Board Office during normal business hours at 469-593-0403 (español 469-593-0312) for assistance. Persons wishing to speak must complete the online registration form in full and be present at the meeting to make his/her own comments during the designated time for Public Comment to be eligible to speak. Any registered speaker who is absent from the meeting at the time for Public Comment forfeits the opportunity to address the Board at that meeting.

Disruptions. Disruptive behavior will not be tolerated during a meeting. After providing at least one warning to a disruptive visitor, the presiding officer may request assistance from law enforcement officials to remove from the meeting any person who continues to disrupt the meeting by utterances or actions. A visitor who exhibits disruptive behavior in a subsequent meeting may be issued a trespass warrant. It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

- I. **CALL TO ORDER**
- II. **PUBLIC COMMENT SECTION**  
Comments from visitors who submitted a form requesting to address Board Members.
  - A. Agenda Related Topic
- III. **ACTION / INFORMATION ITEMS**

A.	Review 2022-2023 District Improvement Plan and Campus Improvement Plans Drafts Information Item	7
B.	Revised Board Goals Discussion Information Item	134
C.	Facilities Update - Bond Reductions Information Item	136
D.	Intruder Detection Audit Report Information Item	148
IV.	<b>CLOSED MEETING</b> If, during the course of the meeting, the Board of Trustees should determine that a closed session is required, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, including but not limited to Section 551.071-Consultation with Attorney; 551.072 - Real Property; 551.074 - Personnel Matters; 551.076 - Security Devices or Security Audits; 551.082 - School Children/District Employees/Disciplinary Matters or Complaint; 551.0821 - Personally Identifiable Student Information.	
V.	<b>RECONVENE</b> Open Meeting to vote on matters considered in Closed Meeting, if applicable.	
VI.	<b>ADJOURNMENT</b>	

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]



# BOARD OF TRUSTEES RICHARDSON INDEPENDENT SCHOOL DISTRICT

## Procedures for Public Comments During Board Meetings

The Board of Trustees of the Richardson Independent School District welcomes members of the public to its meetings. The purpose of meetings is to allow trustees to conduct the business of the District. Although Board meetings are held in public, they are not public meetings and the public does not have a right to participate except as provided by the Board. The Board offers a limited open forum at meetings through its Public Comment Sections to provide opportunities for members of the public to convey information to the Board.

The Board adopted the following procedures concerning public comments to facilitate the efficient operation of meetings:

### Public Comment Section

- The Board of Trustees will include a Public Comment Section on the posted Agenda for each meeting. The Board holds regular monthly business meetings each month of the year, excluding July. Business meetings typically are scheduled for the first Thursday of the month. The Board schedules work sessions to address topics of study or as other needs arise. The Board reserves the third Thursday of each month for work sessions, but they also may be scheduled at any other time when a need arises. The Board reserves the right to schedule or reschedule meetings as necessary to meet the operational needs of the District. A written Agenda is posted for each Board meeting at least 72 hours before the meeting is scheduled. If an Emergency Meeting is authorized, an agenda will be posted at least one hour before the meeting is scheduled.

The Public Comment Section for agenda-related topics ordinarily will be placed on the Agenda just prior to the first business item on the Agenda. Where appropriate for efficient meeting management, the section for comments related to non-agenda topics may be placed on the Agenda after other action and information items. A speaker who attempts to address a non-agenda related topic during any period reserved for agenda-related topics is engaging in disruptive behavior. The speaker must stop his or her comments when directed.

- When necessary for effective meeting management, to accommodate large numbers of individuals wishing to address the Board at a meeting, or when otherwise advisable to accommodate specific circumstances, the Board delegates to the presiding officer the authority to make adjustments to these public comment procedures. Such adjustments may include, without limitation, adjusting when public comment will occur during a meeting, reordering agenda items, deferring public comment on non-agenda items, continuing an agenda item to a later meeting, temporarily revising public comment procedures as necessary if a meeting is conducted via videoconference, providing expanded opportunity for public comment, or establishing an overall time limit for public comments and adjusting the time allotted to each speaker.

### Speaker Topics

- Regular Business Meetings. Speakers may comment on specific Agenda items, as well as matters not on the posted Agenda (i.e. non-agenda items), during the Public Comment Section at regular business meetings.
- Work Sessions or Other Called Meetings. Speakers may comment only on specific agenda items during the Public Comment Section at work sessions and other called meetings.
- Public Hearings. When RISD gives notice of a public hearing, speakers may complete a separate online public comment form for the public hearing. Speakers may only comment on the specific topic noticed for the public hearing. All other rules noted herein apply to comments during a public hearing.

### Public Comment Form

- Persons wishing to address the Board must complete an online Public Comment form by signing up at the designated registration form link on the District's website beginning when the meeting agenda is posted through 12:00 p.m. on the day of the meeting. RISD will not accept submissions after 12:00pm on the posted meeting date. Persons wishing to speak must complete the designated registration form in full and be present at the meeting to make his/her own comments during the designated time for Public Comment to be eligible to speak. Any registered speaker who is absent from the meeting at the time for Public Comment forfeits the opportunity to address the Board at that meeting.
- In addition to identifying information, each speaker must indicate the specific Agenda item about which he or she wishes to comment and/or identify the non-Agenda topic of the comments.
- If RISD gives notice of a public hearing, it will provide a separate designated registration form link on the District's website for the public hearing that persons who wish to speak must complete. Individuals will be able to register beginning when the meeting agenda for

the public hearing is posted through 12:00 p.m. on the day of the meeting. RISD will not accept comment cards after 12:00pm on the posted meeting date.

- Persons who do not have access to a computer to complete the Public Comment form online may contact the Board Office at 469-593-0403 for assistance. The online form is required to be completed by no later than 12:00 pm on the day of the posted meeting.

### Written Materials

- A speaker who wishes to provide written materials to the Board of Trustees must bring at least nine (9) copies of the materials to the Board meeting. A copy of the materials will be provided to the trustees before the speaker is called. The speaker may not distribute materials when he or she is called to speak.

### Time

- Each speaker is limited to a total of three\* minutes and a speaker may not use time of another speaker to extend his or her comment period. Note: A speaker who addresses the Board through a translator will have six\* minutes to present comments to ensure that non-English speakers receive the same opportunity to address the Board.

- Staff will set a three\*-minute digital timer for each speaker. The speaker shall end his or her comments when the timer expires. Any speaker who fails to stop speaking and yield the podium at the end of his or her allotted time is considered out of order and may be escorted from the podium and/or asked to leave the meeting.

(\*Unless the comment period has been limited as provided herein.)

### Single comment

- A speaker may complete one online Public Comment form for each meeting. A speaker who comments during a public hearing is not ineligible to speak during the regular public comment period.

### Protocol for Speakers

- The Board Secretary will call the name of each speaker who has submitted a public comment card and state the topic(s) on which the individual has registered to speak.
- Each speaker should approach the podium when his or her name is called. An adjustable microphone is affixed to the podium in the Auditorium. The speaker should clearly state his or her name and the school or school(s) the speaker's children attend or have attended before beginning to comment.
- The Board will not engage in dialogue with a speaker. Specific factual information or reference to an existing policy may be furnished in response to inquiries or statements. The Board cannot deliberate or make a decision on any subject that is not on the Agenda.
- The public comment period is not the appropriate forum for presentation of formal complaints. RISD maintains a formal grievance policy to address complaints. The Board will only consider formal complaints that remain unresolved after they have been addressed through proper administrative channels and when they have been placed on the Agenda. Attacks of a personal nature against Board members, RISD staff, students, or other citizens by name or unique title will not be allowed or tolerated. Speakers who wish to make a complaint regarding an employee should comply with the appropriate complaint policy. (DGBA – Employee Complaints; FNG – Student/Parent Complaints; GF – Public Complaints). Complaint policies are available on the RISD website.
- Remarks or other conduct that disrupt the meeting are considered out of order and will not be allowed. Visitors and staff must listen quietly and respectfully during the public comment section whether they agree or disagree with a speaker's message. It is not appropriate for staff or visitors to clap, cheer, boo, display banners, or otherwise engage in disruptive conduct. Persons who disrupt the meeting will be cautioned to observe meeting rules. Persons who persist in disrupting the meeting may be removed from the meeting.

### Consent for Online Publication

RISD may audio and video record its meetings. A person who chooses to speak during the Public Comment Section is consenting to the online audio/video publication of his or her comments.

### Reasonable Accommodation and Translation

Persons desiring to make a public comment who need reasonable accommodations of a disability or who require a language translator should contact the Board office at 469-593-0403 in advance of the meeting to request assistance.

Approved: September 15, 2022



# JUNTA DIRECTIVA DISTRITO ESCOLAR INDEPENDIENTE DE RICHARDSON

## Procedimientos para los comentarios del público durante las reuniones de la Junta Directiva

La Junta Directiva del Distrito Escolar Independiente de Richardson da la bienvenida a los miembros del público a sus reuniones. El propósito de las reuniones es permitir a los miembros de la Junta conducir los negocios del Distrito. Aunque las reuniones de la Junta Directiva se celebran en público, no son reuniones públicas y el público no tiene derecho a participar, salvo lo dispuesto por la Junta. La Junta ofrece un foro abierto limitado en las reuniones a través de su Sección de Comentarios Públicos para proporcionar oportunidades a los miembros del público para transmitir información a la Junta.

La Junta Directiva adoptó los siguientes procedimientos relativos a los comentarios del público para facilitar el funcionamiento eficiente de las reuniones:

### Sección de comentarios del público

- La Junta Directiva incluirá una sección de comentarios del público en el orden del día de cada reunión. La Junta celebra reuniones mensuales de trabajo todos los meses del año, excepto julio. Las reuniones de trabajo suelen celebrarse el primer jueves de cada mes. La Junta Directiva programa sesiones de trabajo para tratar temas de estudio o cuando surgen otras necesidades. La Junta se reserva el tercer jueves de cada mes para las sesiones de trabajo, pero también pueden programarse en cualquier otro momento cuando surja una necesidad. La Junta se reserva el derecho de programar o reprogramar las reuniones según sea necesario para satisfacer las necesidades operativas del Distrito. Se publica una agenda por escrito para cada reunión de la Junta Directiva al menos 72 horas antes de su realización. Si se autoriza una reunión de emergencia, se publicará una agenda al menos una hora antes de la fecha de la reunión.

La sección de comentarios del público para los temas relacionados con la agenda se incluirá normalmente en la agenda justo antes del primer punto de la misma. Cuando sea conveniente para una gestión eficaz de la reunión, la sección de comentarios relacionados con temas no incluidos en la agenda podrá incluirse después de otros puntos de acción e información. Un orador que intente abordar un tema no relacionado con la agenda durante cualquier período reservado para los temas relacionados con la agenda está incurriendo en un comportamiento perturbador. El orador deberá interrumpir sus comentarios cuando se le indique.

- Cuando sea necesario para la gestión eficaz de la reunión, para dar cabida a un gran número de personas que deseen dirigirse a la Junta en una reunión, o cuando sea aconsejable para adaptarse a circunstancias específicas, la Junta delega en el presidente la autoridad para hacer ajustes a estos procedimientos de comentarios del público. Dichos ajustes pueden incluir, sin limitación, la adaptación del momento en que se producirán los comentarios del público durante una reunión, la reordenación de los puntos del orden del día, el aplazamiento de los comentarios del público sobre los puntos no incluidos en el orden del día, la continuación de un punto del orden del día para una reunión posterior, la revisión temporal de los procedimientos de comentarios del público según sea necesario si una reunión se lleva a cabo a través de videoconferencia, la ampliación de las oportunidades para los comentarios del público, o el establecimiento de un límite de tiempo general para los comentarios del público y el ajuste del tiempo asignado a cada orador.

### Temas de los oradores

- Reuniones ordinarias de trabajo. Los oradores podrán hacer comentarios sobre puntos específicos de la agenda, así como sobre asuntos que no figuren en la agenda (es decir, puntos no incluidos en la agenda), durante la sección de comentarios del público en las reuniones ordinarias de trabajo.
- Sesiones de trabajo u otras reuniones convocadas. Los oradores sólo pueden comentar puntos específicos de la agenda durante la sección de comentarios del público en las sesiones de trabajo y otras reuniones convocadas.
- Audiencias públicas. Cuando RISD notifica una audiencia pública, los oradores pueden completar un formulario de comentarios públicos en línea separado para la audiencia pública. Los oradores sólo pueden hacer comentarios sobre el tema específico anunciado para la audiencia pública. Todas las demás normas indicadas aquí se aplican a los comentarios durante una audiencia pública.

### Formulario de comentarios públicos

- Las personas que deseen dirigirse a la Junta deben llenar un formulario de comentarios públicos en línea inscribiéndose en el enlace del formulario de registro designado en la página web del Distrito a partir del momento en que se publique la agenda de la reunión y hasta las 12:00 p.m. del día de la reunión. RISD no aceptará presentaciones después de las 12:00 p.m. de la fecha de la reunión publicada. Las personas que deseen hacer uso de la palabra deben completar el formulario de registro designado en su totalidad y estar presentes en la reunión para hacer sus propios comentarios durante el tiempo designado para los Comentarios Públicos para tener derecho a hablar. Cualquier orador registrado que se ausente de la reunión a la hora de los Comentarios Públicos perderá la oportunidad de dirigirse a la Junta en esa reunión.
- Además de la información de identificación, cada orador debe indicar el punto específico del orden del día sobre el que desea

comentar y/o identificar el tema no incluido en el orden del día de los comentarios.

- Si RISD avisa de la celebración de una audiencia pública, proporcionará un enlace a un formulario de registro designado por separado en el sitio web del Distrito para la audiencia pública que las personas que deseen intervenir deberán rellenar. Las personas podrán inscribirse a partir del momento en que se publique el orden del día de la audiencia pública hasta las 12:00 horas del día de la reunión. El RISD no aceptará tarjetas de comentarios después de las 12:00 p.m. de la fecha de la reunión anunciada.
- Las personas que no tengan acceso a una computadora para completar el formulario de comentarios públicos en línea pueden comunicarse con la Oficina de la Junta al 469-593-0403 para obtener ayuda. El formulario en línea debe completarse antes de las 12:00 p.m. del día de la reunión publicada.

### Materiales escritos

Un orador que desee proporcionar materiales escritos a la Junta Directiva debe traer al menos nueve (9) copias de los materiales a la reunión de la Junta. Se proporcionará una copia de los materiales a los miembros de la Junta antes de que el orador sea convocado. El orador no podrá distribuir materiales cuando sea llamado a hablar.

### Tiempo

- Cada orador está limitado a un total de tres\* minutos y un orador no puede utilizar el tiempo de otro orador para extender su período de comentarios. Nota: Un orador que se dirija a la Junta a través de un traductor dispondrá de seis\* minutos para presentar sus comentarios a fin de garantizar que las personas que no hablan inglés tengan la misma oportunidad de dirigirse a la Junta.

- El personal pondrá un reloj digital de tres\* minutos para cada orador. El orador terminará sus comentarios cuando el tiempo expire. Cualquier orador que no deje de hablar y ceda el podio al final de su tiempo asignado se considerará fuera de lugar y podrá ser escoltado del podio y/o se le pedirá que abandone la reunión.

(\*A menos que el período de comentarios se haya limitado según lo dispuesto en el presente documento).

### Un solo comentario

Un orador puede completar un formulario de comentarios públicos en línea para cada reunión. Un orador que comente durante una audiencia pública no podrá intervenir durante el periodo de comentarios públicos regular.

### Protocolo para los oradores

- La secretaria de la Junta llamará por su nombre a cada orador que haya presentado una tarjeta de comentarios públicos e indicará el tema o temas sobre los que se ha inscrito para hablar.
- Cada orador deberá acercarse al podio cuando se diga su nombre. En el podio del Auditorio hay un micrófono ajustable. El orador debe decir claramente su nombre y la escuela o escuelas a las que asisten o han asistido sus hijos/as antes de comenzar a comentar.
- La Junta no entablará un diálogo con el orador. En respuesta a las preguntas o declaraciones, se puede proporcionar información específica sobre los hechos o hacer referencia a una política existente. La Junta no puede deliberar ni tomar una decisión sobre ningún tema que no figure en la agenda.
- El período de comentarios públicos no es el foro apropiado para la presentación de quejas formales. El RISD mantiene una política de quejas formales para atenderlas. La Junta sólo considerará las quejas formales que queden sin resolver después de que se hayan abordado a través de los canales administrativos adecuados y cuando se hayan incluido en el orden del día. No se permitirán ni tolerarán los ataques de carácter personal contra los miembros de la Junta, el personal de RISD, los estudiantes u otros ciudadanos por su nombre o título. Los oradores que deseen presentar una queja sobre un empleado deberán cumplir con la política de quejas correspondiente. (DGBA - Quejas de empleados; FNG - Quejas de estudiantes/padres; GF - Quejas del público). Las políticas de quejas están disponibles en la página web de RISD.
- Los comentarios u otras conductas que perturben la reunión se consideran fuera de lugar y no se permitirán. Los visitantes y el personal deben escuchar en silencio y con respeto durante la sección de comentarios del público, tanto si están de acuerdo como si no lo están con el mensaje del orador. No es apropiado que el personal o los visitantes aplaudan, chiflen, abucheen, muestren pancartas o adopten cualquier otra conducta perturbadora. Las personas que perturben la reunión serán amonestadas para que respeten las normas de la misma. Las personas que persistan en perturbar la reunión podrán ser expulsadas de la misma.

### Consentimiento para la publicación en línea

RISD puede grabar sus reuniones en audio y vídeo. Una persona que elija hablar durante la Sección de Comentarios Públicos está consintiendo la publicación en línea de sus comentarios en audio y vídeo.

### Acomodación razonable e interpretación

Las personas que deseen hacer un comentario público y que necesiten adaptaciones razonables de una discapacidad o que requieran un traductor de idiomas deben ponerse en contacto con la oficina de la Junta al 469-593-0403 antes de la reunión para solicitar asistencia.

**BOARD OF TRUSTEES**  
**Richardson Independent School District**  
**Richardson, Texas**

**Date:** September 29, 2022

**Department:** School Leadership

**Submitted by:** Tabitha Branum, Superintendent

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## **INFORMATION ITEM**

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**TOPIC: 2022-2023 District Improvement Plan (DIP), Campus Improvement Plans (CIPs) and House Bill 3 Board Goals**

**BACKGROUND INFORMATION:**

**District Improvement Plan:**

Section 11.251 of the Texas Education Code requires the Board of Trustees to ensure that a District Improvement Plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The statute requires the Board to approve District and Campus performance objectives annually and to ensure that District and Campus plans are:

- Mutually supportive to accomplish the identified objectives; and
- At a minimum, support the state goals and objectives set out under Chapter Four of the Educational Code (public education mission, objectives, and goals).

The Administration reviewed and evaluated the 2021 - 2022 District Improvement Plan and the results of the Plan were reviewed with the Board in June 2022. The feedback from the 2021 – 2022 Plan was considered in developing the 2022 - 2023 District Improvement Plan. The Goals, Performance Objectives and Strategies were developed to meet the Vision of the RISD and ensure the highest level of district performance in all areas. This year's District Improvement Plan aligns with the strategies outlined in the District Strategic Plan. District stakeholders, including RISD Principals, Curriculum Directors, Instructional Leadership Team members, and District Planning Committee members, assisted in development of the 2022 – 2023 District Improvement Plan by providing input regarding proposed objectives and actions. The District Planning Committee met on September 9<sup>th</sup>, 2022 to review the draft DIP and provide input on the proposed plan. The leadership team will share this feedback with you at tonight's Board meeting.

**Campus Improvement Plan:**

Section 11.253 of the Texas Education Code requires the district to maintain policies and practices to ensure that effective planning and site-based decision making occur at each campus and which support the improvement of student performance for all students. During the Connects Conference every year, campus principals thoroughly analyze campus data to identify strengths and needs for their campus. Each campus operates a site-based committee to assist the principal in campus-level planning and decision making. Each year, the campus principal, with the assistance of the site-based decision-making team (SBDM), which includes staff, parents, and community, establishes academic and other performance objectives for the purpose of improving student achievement. The Board of Trustees must approve the performance objectives from the Campus Improvement Plans on an annual basis.

House Bill 3 (HB 3) amends Texas Education Code (TEC) to add Sec. 11.185 and 11.186 to include plans that target early childhood (EC) literacy and math proficiency and college, career, and military readiness (CCMR).

**Board Goals:**

Under HB 3, school boards are required to adopt plans in early childhood literacy and math, as well as college, career, and military readiness. All plans are required to include:

- At least one assigned district-level administrator or employee of the regional education service center for the district's region to coordinate implementation and submit annual report to the board on the district's progress;
- An annual review by the board at a public meeting;
- An annual report posted on district and campus websites
- Specific, quantifiable, annual goals for five years at each campus

College, Career and Military Readiness plans are required to include:

- Annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain
- Annual targets for students in each group evaluated under closing the gaps domain

**Specific & Quantifiable Goals**

- To meet the requirement of specific and quantifiable, each board outcome goal needs to contain a baseline (current state), a target (future state), a population (which students will be impacted), and a deadline (month and year by when the current state will equal the future state). Annual targets must be included for each goal in addition to the five-year deadline target. It is recommended that school boards adopt progress measures to create alignment between district outcome goals and the board-adopted plans.

Tonight, our Accountability and Continuous Improvement Team will share the draft of the proposed 2022-2027 Board Goals. These Goals use the RISD 2022 Student Performance and Accountability data as our new baseline for projecting the 5-year goal trajectory.



# 2022-2023 Draft District and Campus Improvement Plans

September 29, 2022

# How do we develop the District Improvement Plan?



## Data Resources:

- Results of the 2021-2022 District Improvement Plan
- RISD Academic Performance (Accountability 2022, MAP)
- Climate Survey Results (Staff, Students and Community)
- Strategic Action Plan
- Human and Fiscal Resources
- Board Student Performance Goals
- District Planning Committee Feedback (September 9, 2022)

# Performance Objectives

## Goal 1:

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

## **Objective 1**

- Ensure all students graduate college and career ready as measured by CCMR indicators

## **Objective 2**

- Enhance Career and Technical (CTE) opportunities for students

## **Objective 3**

- Enhance AP programming and increase opportunities for students to take more rigorous coursework

## **Objective 4**

- Provide students with a pathway of dual-credit or OnRamps courses to support their College and Career Readiness



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

## **Objective 5**

- Integrate available technology in meaningful ways that enhance, engage and extend.

## **Objective 6**

- Implement activities at RISD campuses in order to support students' academic and emotional intelligence growth in alignment with the Graduate Profile

## **Objective 7**

- Expand the campus implementation of the liveWiseliveHealthy initiative

## **Objective 8**

- Create, expand, and support programming that increases access, inclusivity, and success for all students



# Performance Objectives

## Goal 2:

# We will guarantee that all students will perform at or above grade level.

## Objective 1

- Improve student performance and ensure 100% of campuses are rated "Met Standard"

## Objective 2

- Align and maintain written, taught, and assessed curriculum at all grade levels and in all subject areas

## Objective 3

- Ensure a strong vertically aligned math curriculum K-8 to support 3rd through junior high math achievement and an increase in Algebra I junior high enrollment.

## Objective 4

- Improve graduation rates to ensure students are college and/or career ready

## Objective 5

- Create a Pre-K - 12 System to educate stakeholders on the importance of student attendance.

## Objective 6

- Implement a systematic approach to sustain and strengthen programming and instruction that supports students with disabilities.



# We will guarantee that all students will perform at or above grade level.

## Objective 7

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

## Objective 8

- Increase literacy implementation, enrichment and intervention, in grades Prek-12.

## Objective 9

- Create a culture of literacy for ALL in grades PK-2.

## Objective 10

- Continued implementation of Multi Tiered Systems of Support and its components district wide.

## Objective 11

- Increase implementation and utilization of NWEA MAP districtwide

## Objective 12

- Increase Implementation and Utilization of Branching Minds districtwide



# Performance Objectives

## Goal 3:

# We will recruit, retain, and reward quality personnel.

## Objective 1

- Employ recruiting and hiring practices that ensure the hiring of diverse staff that reflect the RISD student population

## Objective 2

- Research and implement innovative practices to increase employee retention

## Objective 3

- Enhance system of support for auxiliary, classified and paraprofessional staff to include a focus on career pathways.

## Objective 4

- Provide necessary professional development to successfully meet the Vision, Mission, Goals and Objectives of the district

## Objective 5

- Strengthen the leadership capacity of central and campus administrators



# Performance Objectives

## Goal 4:

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

## **Objective 1**

- Provide timely and relevant content regarding district news, information, and celebrations

## **Objective 2**

- Evaluate and develop tools to advertise and market RISD brand

## **Objective 3**

- Implement Strategic Planning 2023

## **Objective 4**

- Rebrand Partners for All program

## **Objective 5**

- Design and implement marketing plan for the district's Graduate Profile

## **Objective 6**

- Create, redesign, expand, and implement new and existing Family Engagement Education and Support Programs



# Performance Objectives

## Goal 5:

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

- 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
- Objective 2: Actively seed alternative revenue sources to meet the needs of RISD services
- Objective 3: Manage bond issuances from 2021 voted authorization to maintain I&S tax rate of \$0.35 and maximize capacity for 2026 bond election at \$0.35
- Objective 4: Leverage ESSER funds to support the district's mission, vision and identified Board Goals



# Performance Objectives

## Goal 6:

# We will ensure that our facilities and infrastructure adapt to support our mission.

## Objective 1

- Provide a safe, comfortable, and well-maintained environment at all campuses

## Objective 2

- Ensure all business, human resources and student information systems meet the needs of students, staff and parents

## Objective 3

- Provide a robust, safe and secure network which meets the needs of students, staff and guests.



# How do we measure DIP?

## Quantitative/Qualitative

Student Performance  
Climate Survey  
Focus Groups  
Leadership Team  
Research/Best Practices



## Board Goals

House Bill 3 (HB 3) amends Texas Education Code (TEC) to add Sec. 11.185 and 11.186 to include plans that target early childhood (EC) literacy and math proficiency and college, career, and military readiness (CCMR).

# **Board Goals**

2022-2027

3rd Grade Reading,  
3rd Grade Math, and CCMR



# Board Goals Overview

HB3 requires school boards to adopt detailed plans for student performance goals in these key areas:

- Early childhood literacy (3rd grade reading)
- Early childhood mathematics (3rd grade mathematics)
- College, career, and military readiness (CCMR)

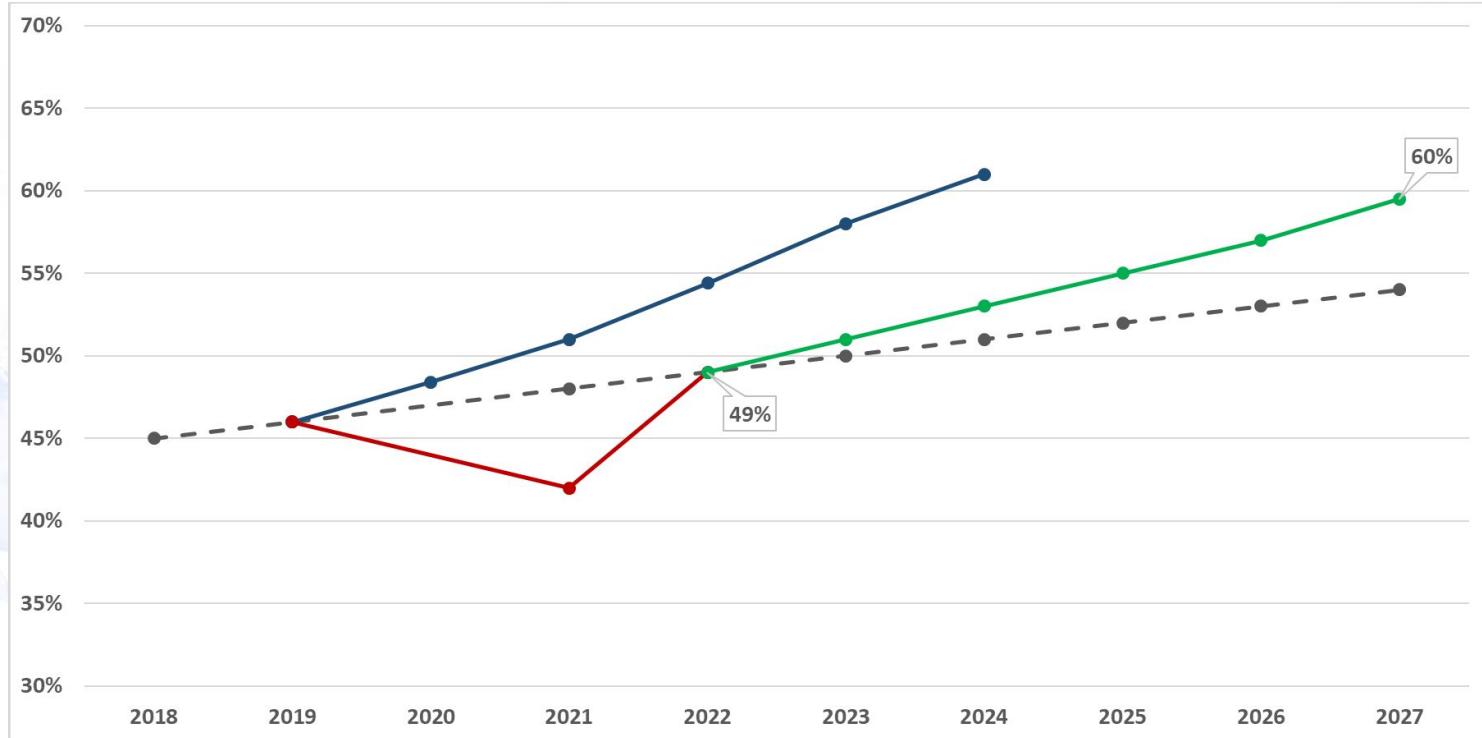
Goals for 3rd grade reading and mathematics are set at “Meets Grade Level” performance standards.

CCMR goals are based on percent of graduates earning CCMR points. This is a lagging indicator and reported 1 year in arrears.

# Board Goals Model - 3rd Grade Reading



- Original Trajectory
- Original Goals
- Actuals
- Proposed Goals



# Proposed Board Goals - 3rd Grade Reading



## Early Childhood Literacy Board Outcome Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 49% to 60% by June 2027.

### Yearly Target Goals

2023	2024	2025	2026	2027
51%	53%	55%	57%	60%

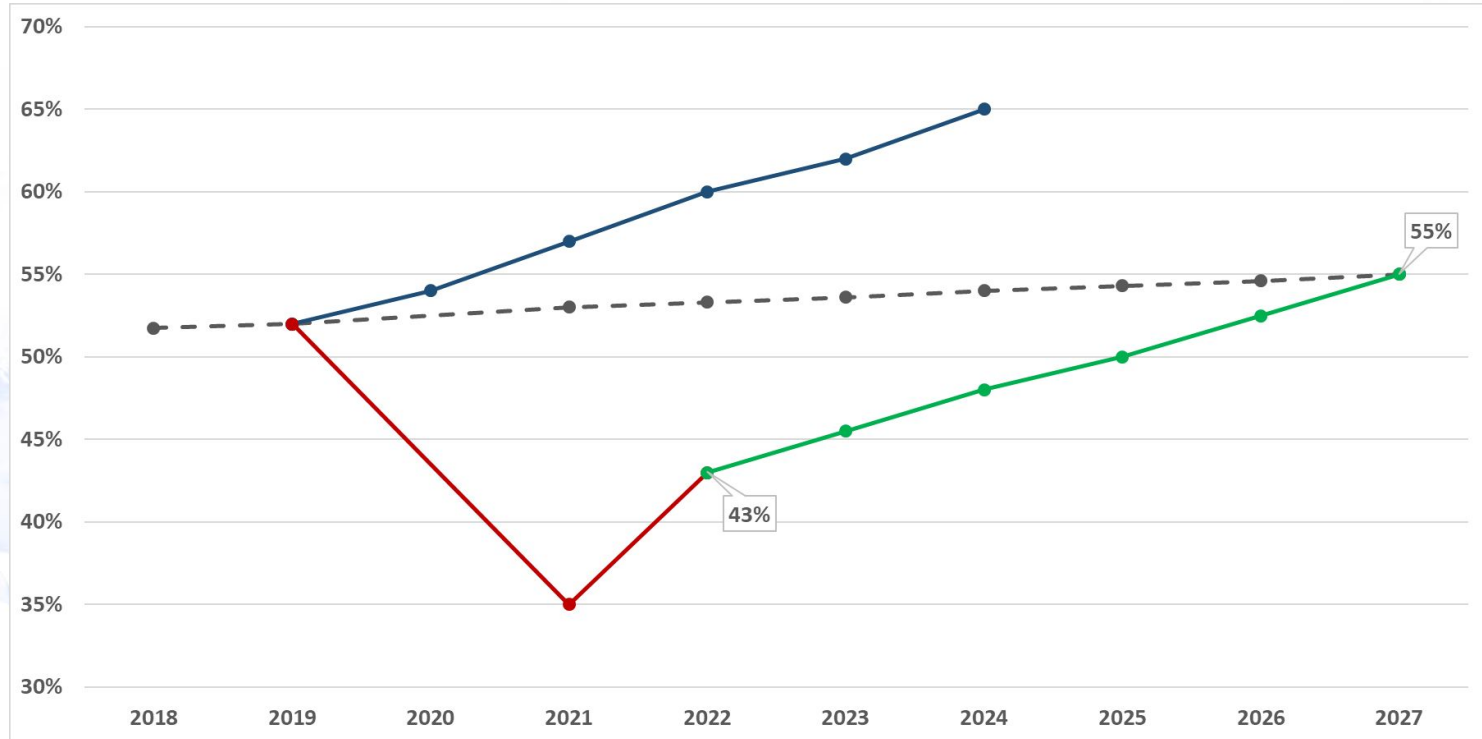
### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	Asian	Two or More Races	American Indian	Pacific Islander	Eco. Disadv.	Current & Former EB/EL	Special Education	Former Special Education	Cont. Enrolled	Non-Cont. Enrolled
2023	41%	32%	77%	56%	56%	–	--	33%	30%	22%	59%	56%	37%
2024	43%	35%	78%	58%	58%	–	--	36%	33%	23%	61%	58%	38%
2025	46%	38%	79%	61%	61%	–	--	38%	35%	24%	64%	60%	40%
2026	48%	42%	79%	63%	63%	–	--	40%	39%	25%	66%	63%	41%
2027	51%	46%	80%	65%	66%	–	--	43%	42%	26%	69%	65%	43%

# Board Goals Model - 3rd Grade Mathematics



- Original Trajectory
- Original Goals
- Actuals
- Proposed Goals



# Proposed Board Goals - 3rd Grade Mathematics



## Early Childhood Mathematics Board Outcome Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Mathematics will increase from 43% to 55% by June 2027.

### Yearly Target Goals

2023	2024	2025	2026	2027
45%	48%	50%	52%	55%

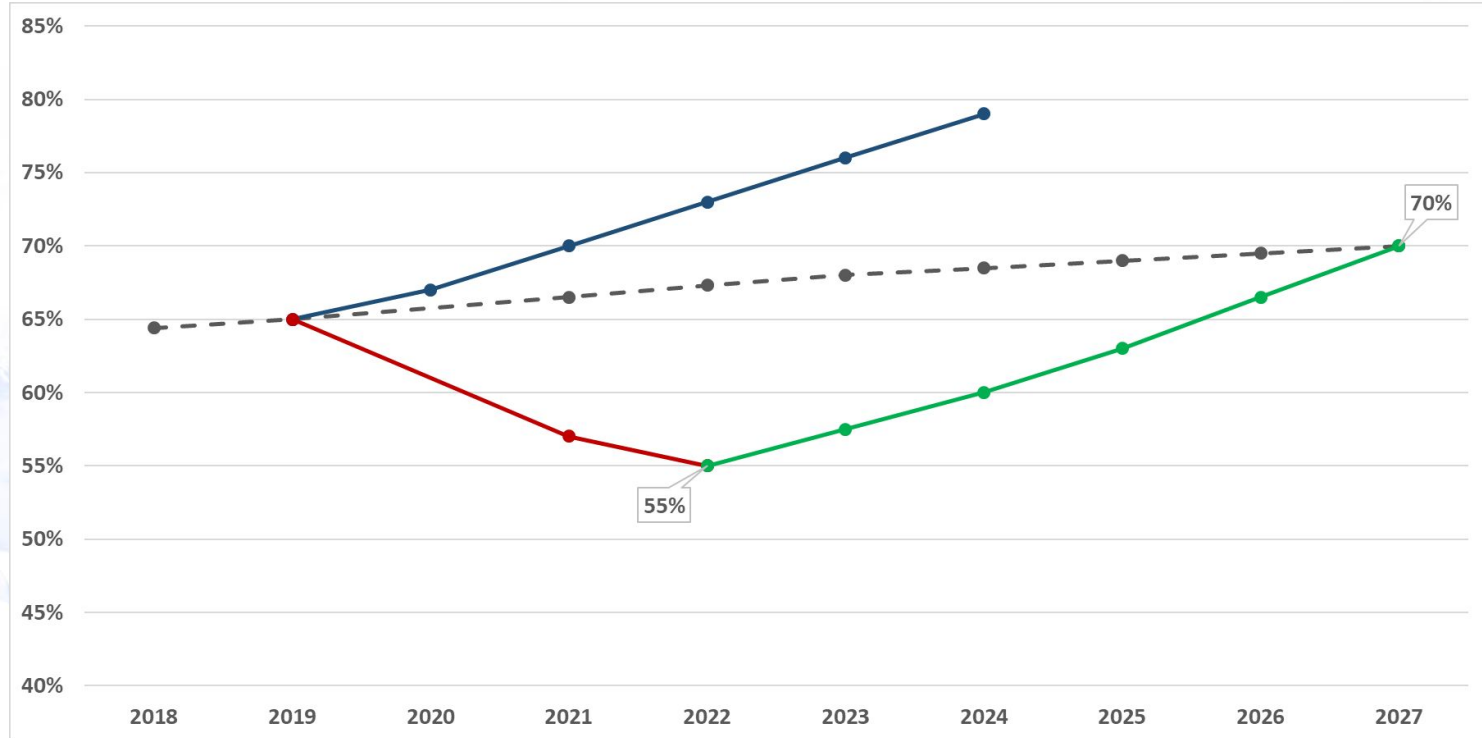
### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	Asian	Two or More Races	American Indian	Pacific Islander	Eco. Disadv.	Current & Former EB/EL	Special Education	Former Special Education	Cont. Enrolled	Non-Cont. Enrolled
2023	31%	29%	72%	52%	46%	–	--	28%	29%	22%	49%	50%	30%
2024	33%	32%	73%	54%	49%	–	--	31%	32%	23%	52%	53%	32%
2025	35%	35%	74%	57%	51%	–	--	33%	36%	24%	54%	55%	33%
2026	38%	38%	75%	59%	53%	–	--	36%	39%	25%	57%	58%	35%
2027	41%	42%	76%	62%	56%	–	--	38%	43%	26%	59%	60%	37%

# Board Goals Model - CCMR



- Original Trajectory
- Original Goals
- Actuals
- Proposed Goals



# Proposed Board Goals - CCMR



## CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 55% to 70% by August 2027.

### Yearly Target Goals

2023	2024	2025	2026	2027
58%	60%	63%	67%	70%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	Asian	Two or More Races	American Indian	Pacific Islander	Eco. Disadv.	Current & Former EB/EL	Special Education	Former Special Education	Cont. Enrolled	Non-Cont. Enrolled
2023	44%	47%	78%	67%	63%	–	--	43%	27%	73%	56%	62%	34%
2024	47%	50%	79%	70%	67%	–	--	46%	29%	76%	59%	66%	36%
2025	51%	54%	80%	73%	70%	–	--	49%	32%	80%	62%	69%	38%
2026	55%	59%	81%	77%	73%	–	--	53%	34%	84%	65%	72%	40%
2027	59%	63%	82%	80%	77%	–	--	56%	37%	88%	68%	76%	41%

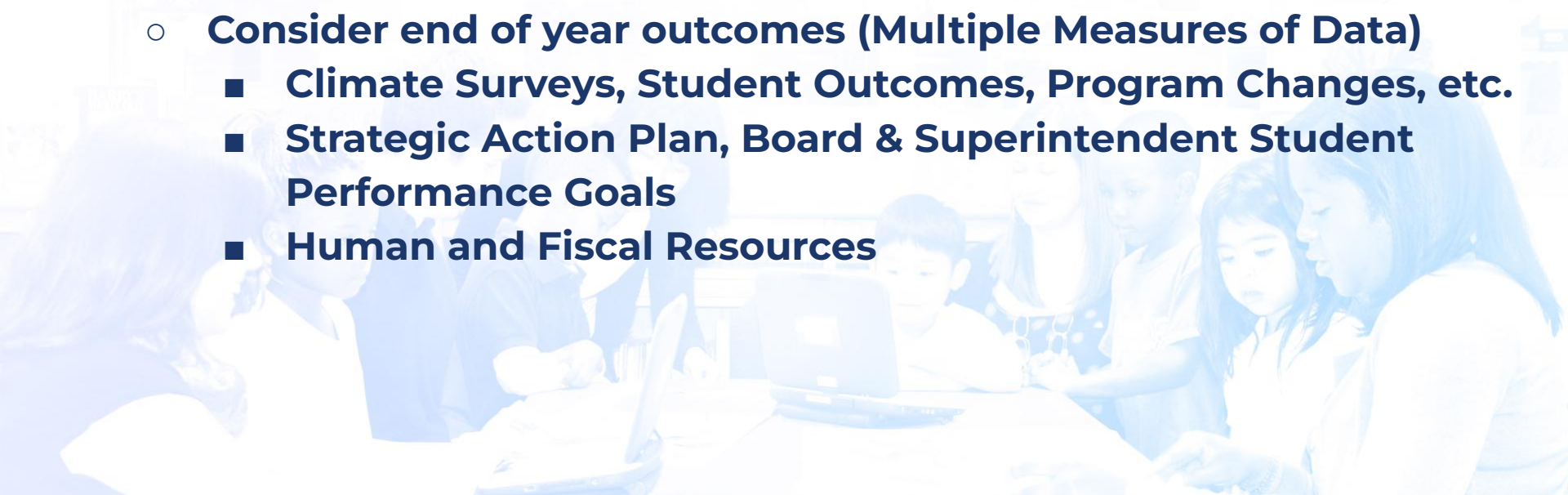
# Campus Improvement Plans



# How do we develop the Campus Improvement Plans?



- **CIPs must be Board Approved Annually**
- **CIPs mirror the DIP Planning and Quarterly Review Process**
  - **Consider end of year outcomes (Multiple Measures of Data)**
    - **Climate Surveys, Student Outcomes, Program Changes, etc.**
    - **Strategic Action Plan, Board & Superintendent Student Performance Goals**
    - **Human and Fiscal Resources**



# What will you see in the CIPs?



- **Tight alignment to the goals of the district**
- **Strategies that are based on the needs of the campus**
- **Actions that can be monitored**



# CIP PO Action Highlights



1

Graduate Profile  
Discipline management plans.  
Instructional priorities  
Tier 1 focus

2

Phonemic Awareness, Phonics and Reading Comprehension  
Writing Workshop  
Focus on student growth utilizing MAP, Branching Minds and MTSS.  
STAAR 2.0/Cross Curricular Support

3

Specific feedback for teacher growth with tiered supports  
Targeted PD  
Teacher competencies

4

Communication strategies with all stakeholders.  
Increased parent engagement opportunities

5

Money handling protocols  
Expenditures connected to student outcomes

6

Cell Phone Policy Enforcement  
Increase security measures  
Classroom management



# Next Steps

- **Board of Trustees Review and Approve District and Campus Improvement Plans**
- **Post District and Campus Improvement Plans on our websites**
- **Quarterly Progress Monitor Results District Improvement Plan and Campus Improvement Plans**
- **Modifications to strategies when necessary**
- **Frequent Check-ins between Principals and Executive Directors to provide support**



**QUESTIONS?**



**Richardson Independent School District**  
**District Improvement Plan**  
**2022-2023 Goals/Performance Objectives/Strategies**



# Mission Statement

**The mission of Richardson Independent School District is to ensure that ALL connect, learn, grow and succeed through relevant and personalized learning experiences distinguished by**

**-a welcoming and accepting climate**

**-a safe, innovative, and adaptive environment**

**-a supportive, collaborative, and invested culture among students, staff, families, and community**

## Vision

*RISD - Where all students connect, learn, grow, and succeed.*

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# 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:** Ensure all students graduate college and career ready as measured by CCMR indicators (AP, College Ready Assessments, Dual-Credit, Certifications, Completers)

**Evaluation Data Sources:** Increase students meeting the CCMR indicator from 65% to 70% (Board Goal)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Educate staff, students and community on College, Career, Military Ready (CCM-R) indicators as defined by accountability and HB3 funding formula</p> <p><b>Strategy's Expected Result/Impact:</b> Communications Plan</p> <p>Increase number of students, staff and community aware of CCMR indicators (baseline)</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents</p> <p>Executive Director Advanced Learning Services</p> <p>Executive Director of CTE</p> <p>Director of Guidance and Counseling</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to monitor National Clearinghouse data for college enrollment and completion.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students completing college or postsecondary program on time as defined by National Clearinghouse</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Advanced Learning Services</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Assess students for college readiness at district expense as follows:            Enrolled in Algebra II - Math TSI            Enrolled in English II - ELAR TSI            22-23 Enrolled in Grade 10 - TSI            Grade 11 ACT</p> <p><b>Strategy's Expected Result/Impact:</b> Student results and analysis</p> <p>Increase in number of students meeting ACT/TSI benchmark for being college ready (4%)</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director Advanced Learning Services</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create and implement summer bridge programs to support increasing access to more rigorous course offerings (Summer Math Bridge, PTECH/STEM, Superintendent Scholar program)</p> <p><b>Strategy's Expected Result/Impact:</b> Completed bridge course design</p> <p>Increase number of students enrolled in programs</p> <p>Increased performance as identified above</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching &amp; Learning</p> <p>Executive Director Advanced Learning Services</p> <p>Executive Director of CTE</p> <p>Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Ensure students are progressing on track through an aligned program of study to earn an approved industry based outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of certifications earned in each program of study</p> <p>Increase number of Level I certificates earned in targeted programs of study</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of CTE</p> <p>Assistant Superintendent of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 2:** Enhance Career and Technical (CTE) opportunities for students

**Evaluation Data Sources:** Increase number of students completing an approved industry based certification to a program of study from 11% to 15%.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and/or revise district curriculum for all CTE courses to include performance based assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Completed scope and sequence</p> <p>Completed exemplar lessons for teachers</p> <p>Strategic Plan D3.5</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director of CTE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement a communication and marketing effort to inform students, parents and community, in multiple languages, on the benefits of a career pathway and CTE licenses/certifications</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in number of students enrolling in CTE pathways</p> <p>Increase in positive student response on climate survey related to relevant courses</p> <p>Strategic Plan D3.1-3.9</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director of CTE</p> <p>Director of Guidance and Counseling</p> <p>Chief of Strategy &amp; Engagement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Expand RISD &amp; City of Richardson Summer Internship Program</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students who apply to program</p> <p>Increase number of business partners committed to host an intern</p> <p>Increase number of students placed in program</p> <p>Website and communication hub for program</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</p> <p>Assistant Superintendent of Teaching and Learning</p> <p>Executive Director of CTE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Expand student enrollment in PTECH programs and strengthen programs of support for PTECH campuses and students</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students enrolled</p> <p>PTECH Supports (website, parent meeting)</p> <p>Strategic Plan D2.1</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director of CTE</p> <p>Executive Director Advanced Learning Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Utilize partnership with Tech Titans to strengthen districtwide STEM Program Pre-K - 12</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of students identifying STEM as pathway</p> <p>Student Climate Survey Response</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director of CTE</p> <p>Executive Director of STEM and Innovation</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Create and implement work-based field experiences for core and CTE teachers (PTECH, ICIA, STEM)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of teacher externships</p> <p>Increase number of teachers involved in work-based field experiences</p> <p>Teacher survey/reflection responses</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director of CTE</p> <p>Executive Director of STEM and Innovation</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide targeted college and career readiness course for JH students to explore and engage in fields of study to enhance their focus on future career attainment</p> <p><b>Strategy's Expected Result/Impact:</b> All students in seventh grade will participate in targeted career and college readiness programming</p> <p>Students will be proficient with Google suite platform for learning</p> <p>Students will learn and practice digital citizenship</p> <p>Students will create a portfolio with career interest projects to guide them into their selection of career programs of studies</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of CTE</p> <p>Assistant Superintendent of Teaching and Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide career inspiration, exploration, and discovery in Pre-K - 6th grades</p> <p><b>Strategy's Expected Result/Impact:</b> Pre-K - 6th graders will increase their awareness of career opportunities and individual self-discovery of talents, passions, and abilities.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of CTE</p> <p>Assistant Superintendent of Teaching and Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Enhance learning environments to reflect real-world work spaces</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have increased opportunities for relevant training and skill attainment</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of CTE</p> <p>Assistant Superintendent of Teaching and Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Expand teacher recruitment for current RISD students to increase high quality candidates in RISD schools into the Dallas County Early Education Certification program.</p> <p><b>Strategy's Expected Result/Impact:</b> Enroll at least 25 graduating seniors into the Dallas College Teacher Program</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors for Human Resources</p> <p>Executive Director for CTE</p> <p><b>Equity Plan</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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 3:** Enhance AP programming and increase opportunities for students to take more rigorous coursework

**Evaluation Data Sources:** Increase percentage of students who score 3 or higher on AP Exams from 30% to 33%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement and support College Board Exam Description (CED)</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation plan and results</p> <p>Increase the number of students who graduate earning a 3 or higher on thier AP exams.</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum/Assessment Department</p> <p>Executive Director Advanced Learning</p> <p>Executive Director Curriculum &amp; Instruction</p> <p>Assistant Superintendent of Teaching and Learning</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize quarterly summative assessments to provide formative feedback to teachers, campus and district support personnel</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of 4 PLC questions</p> <p>Item analysis</p> <p>STAAR results</p> <p>TELPAS results</p> <p>AP Personal Progress Checks</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director Advanced Learning</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Analyze student AP data to drive curricular and instructional decisions</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of 4 PLC questions</p> <p>AP Personal Progress checks</p> <p>Increase the number of students who earn a 3 or higher on their AP exams</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators/Teachers</p> <p>Executive Directors Teaching and Learning</p> <p>Assistant Superintendent of Teaching and Learning</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Require all AP and Advanced teachers to attend College Board Summer Training at least once every three years</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development</p> <p>Increase the number of students who earn a 3 or higher on their AP exams</p> <p>Evaluation results</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Advanced Learning Services</p> <p>Assistant Superintendent of Teaching and Learning</p> <p>Campus Administrators</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Require all new teachers to attend College Board Summer Training</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development evaluation results</p> <p>Increase the number of students who earn a 3 or higher on their AP exams</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p>Executive Director Advanced Learning Services</p> <p>Assistant Superintendent of Teaching and Learning</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





**Performance Objective 4:** Provide students with a pathway of dual-credit or OnRamps courses to support their College and Career Readiness

**Evaluation Data Sources:** Number of students meeting the 9 hour or Reading/Math dual-credit requirement as defined by state CCMR indicator will increase from 11% to 15%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate with stakeholders the benefits of dual credit program in multiple languages</p> <p>a. Benefits of dual credit</p> <p>b. Qualifications for dual credit</p> <p>c. Process for enrollment into dual credit</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation plan and results</p> <p>Increase the number of students enrolling in dual credit</p> <p>Increase the number of students successfully completing 9 hours or Reading/Math dual-credit requirements as defined by the state</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators/Staff</p> <p>Executive Director Advanced Learning Services</p> <p>Assistant Superintendent of Teaching and Learning</p> <p>Executive Director CTE</p> <p>Executive Director Advanced Learning</p> <p>Executive Director Curriculum &amp; Instruction</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Maintain and support professional development for educators facilitating OnRamps courses</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development</p> <p>Evaluation results</p> <p>Percentage of students who graduate with 3 hours from UT OnRamps</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Advanced Learning Services</p> <p>Assistant Superintendent Teaching and Learning</p> <p>Executive Directors Teaching and Learning</p> <p>Campus Administrators</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure alignment and effective pathway completion with higher ed partners including Dallas College and UT Austin</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation plan and results</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Advanced Learning Services</p> <p>Executive Director of CTE</p> <p>Assistant Superintendent of Teaching and Learning</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop a parent information and marketing resource center at each high school campus for all advanced academics offerings in multiple languages</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation plan and results</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Advanced Learning Services</p> <p>Director of Guidance and Counseling</p> <p>Campus Administrators/Staff</p> <p>Assistant Superintendent Teaching and Learning</p> <p>Executive Directors Teaching and Learning</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Administer TSI to students enrolled in Algebra II and English II - during transition, will administer to all 10th grade students in 22-23.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation plan and results</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Advanced Learning Services</p> <p>Executive Director of ACI</p> <p>Assistant Superintendent of Teaching and Learning</p> <p>Campus Administrators</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Implement TSI Preparation Course (Summer Bridge and School embedded) <b>Strategy's Expected Result/Impact:</b> Increase number of students taking course  Percent increase in TSI scores  Increase testing opportunities within PTECH <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning  Executive Director of Advanced Learning Services  Executive Director of CTE	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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:** Integrate available technology in meaningful ways to create authentic learning experiences that enhance, engage, and extend.

**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 student use of the 4C's (Communication, Collaboration, Critical Thinking & Creativity) and teacher and student Digital Citizenship skills. Move from Advanced to Exemplary in the area of Environment, including professional learning and policies, procedures, and practices.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide purposeful, innovative and relevant professional development opportunities for all staff to ensure technology integration that impacts teaching and learning</p> <p><b>Strategy's Expected Result/Impact:</b> Personalized professional learning programming and sessions.</p> <p>Formal and informal staff feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p> <p>Executive Director of Professional Development</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create customized learning plan based on campus needs assessment (BrightBytes)</p> <p><b>Strategy's Expected Result/Impact:</b> Customized plan</p> <p>Outcome identified in plan met</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p> <p>Executive Directors of Learning Communities</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Showcase innovative instructional practices leveraging technology.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased visibility of positive teacher practices.</p> <p>Increase teacher use of technology to differentiate instruction and create accessible learning environments.</p> <p>Increased implementation of high quality instructional practices with technology.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Chief Technology Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue to seek input from a variety of stakeholders to provide needs assessment, research, and action items for technology to implement in accordance with the technology plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Research and planning documentation</p> <p>Stakeholder meeting attendance and feedback</p> <p>BrightBytes Survey results (Overall increase from Proficient to Advanced)</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Create parent workshops to support student technology use. Topics include: digital footprint; managing digital environment; cyber safety; cyberbullying</p> <p><b>Strategy's Expected Result/Impact:</b> Workshop dates and topics</p> <p>Session attendance</p> <p>Session feedback</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Update and promote the student technology support hub (Student Corner), the parent technology support hub (Parent Corner), and teacher technology resource hub (Teacher Corner).</p> <p><b>Strategy's Expected Result/Impact:</b> Website hits</p> <p>Shift in type of support needed/requested - more advanced.</p> <p>BrightBytes Survey results (move to Exemplary in are of Beliefs)</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p> <p>Chief of Strategy and Engagement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Ensure teachers and students demonstrate appropriate and safe digital behavior</p> <p><b>Strategy's Expected Result/Impact:</b> Completion of monthly Digital Citizenship Curriculum and lesson exemplars</p> <p>Percent decrease in number of student referrals/discipline incidences for inappropriate technology use</p> <p>BrightyBytes Survey results (move from Proficient to Advanced in the areas of student and teacher Digital Citizenship)</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p> <p>Principals</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 activities at RISD campuses in order to support students' academic and emotional intelligence growth in alignment with the Graduate Profile

**Evaluation Data Sources:** Participation data related to the implementation of activities provided by Student Services

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Readdress Tier 1 Behavior Management professional development and supports based on campus needs related to the RISD teacher and administrator competencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percent of positive responses on the climate survey (staff and students) related to student behavior</p> <p>Decrease the number of category one classroom disruption referrals</p> <p>Improved outcomes related to TTESS Domain 3 outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p>Learning Community Executive Directors</p> <p>Student Services Department</p> <p>Behavior Specialists</p> <p>Campus Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor implementation and training on Tier 1 Behavior management Pre-K - 12 to address classroom management, structure and routines</p> <p><b>Strategy's Expected Result/Impact:</b> Scheduled walkthroughs to observe Tier 1 Classroom Management Practices</p> <p>Decrease the number of referrals from the classroom and common areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrative Team</p> <p>Campus Instructional Coaches</p> <p>Assistant Superintendent of Teaching and Learning</p> <p>Chief Executive Director of Student Services</p> <p>Assistant Superintendent of Administrative Services</p> <p>Learning Community Executive Directors</p> <p>District Behavior Specialists</p> <p><b>Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide learning opportunities to support growth in the area of Emotional Intelligence as adopted in the Graduate Profile by using resources from Second Steps, Harmony, Rhithm, HS Select Lessons, Campus Character Education programs, and campus-based mentoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in behavior referrals</p> <p>Improved student attendance rates</p> <p>Decrease the number of Tier 3 behavior levels</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p>Director of Counseling Services</p> <p>Director of Prevention Programming</p> <p>Campus Counselors</p> <p><b>Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create and implement an elementary extra-curricular program to support student engagement and retention</p> <p><b>Strategy's Expected Result/Impact:</b> Launch at least 2 elementary extra-curricular programs beginning in January</p> <p><b>Staff Responsible for Monitoring:</b> Learning Community Executive Directors</p> <p>Executive Director for Fine Arts</p> <p>Executive Director for Athletics</p> <p><b>Funding Sources:</b> ESSER Funds - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement RISD Academic Bowl</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Director for Advanced Learning Services</p> <p>Campus Principals</p> <p><b>Funding Sources:</b> ESSER - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement student interest camps and experiences</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Teaching and Learning Director Advanced Academics</p> <p><b>Funding Sources:</b> ESSER Funds - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**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:** Expand the campus implementation of the liveWiseliveHealthy initiative





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand liveWiseliveHealthy to extend topics and communication by increasing the number of live and online training sessions and by providing targeted supplemental resources to support campus-based professional learning supported by intervention counselors and outside presenters.</p> <p><b>Strategy's Expected Result/Impact:</b> Number of attendees at parent information workshops (baseline)</p> <p>Feedback and evaluation from staff, students, and community</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services</p> <p>Chief Executive Director Student Services</p> <p>Director of Prevention Programming</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement health and wellness plan as recommended by the SHAC Committee</p> <p><b>Strategy's Expected Result/Impact:</b> Wellness plan results</p> <p>Student climate survey results</p> <p>Staff climate survey results</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Teaching and Learning</p> <p>Assistant Superintendent Administrative Services</p> <p>Director of Health, PE and Wellness</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide comprehensive evidence-based substance use prevention and intervention programming through elementary drug prevention education, vaping prevention education, first offenders program for nicotine, marijuana/THC, Alcohol and curriculum-based support groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease number of drug and alcohol-related offenses</p> <p>Reducing risk factors and increasing protective factors</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services</p> <p>Chief Executive Director of Student Services</p> <p>Director of Prevention Programming</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Ensure 100% of students have a school/home connection (club, extra curricular, activity, an adult at school)</p> <p><b>Strategy's Expected Result/Impact:</b> Student Involvement Report</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services</p> <p>Executive Directors of Fine Arts and Athletics</p> <p>Campus Administrators</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Ensure systems of support are provided to students at-risk including:</p> <p>a. Refugee/Asylees  b. Homeless  c. Foster Care</p> <p><b>Strategy's Expected Result/Impact:</b> Program descriptions clearly developed</p> <p>After-school counseling provided</p> <p>Secondary intervention counselors provide personalized needs relative to students</p> <p>Grant monies are utilized to support families and students in at-risk categories</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services</p> <p>Chief Executive Director of Student Services</p> <p>Director of Student Welfare</p> <p>Director of Counseling Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Ensure reports of Title IX violations from students and staff follow policies /guidelines and are implemented appropriately at all campuses and district offices.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus investigation data</p> <p>Documentation of Title IX investigation requirements</p> <p>Continued staff development where appropriate</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services</p> <p>Executive Director Title IX, Compliance and Investigations</p> <p>RISD Legal Counsel</p> <p>Chief Executive Director of Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Maintain awareness of anonymous alerts at the high school level to ensure students and the community are aware of the platform and how it to be used.</p> <p><b>Strategy's Expected Result/Impact:</b> Anonymous alerts use data review</p> <p>Expedited crisis response time</p> <p>Decrease intervention time related to alert</p> <p>Reduction in reported behavior incidents</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services</p> <p>Chief Executive Director Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Code of Conduct and Student Parent Guidebook are updated and monitored to ensure all Senate Bill 9 requirements are being met</p> <p><b>Strategy's Expected Result/Impact:</b> Dating violence policy is clearly communicated though the Student and Parent Guidebook/Code of Conduct</p> <p><b>Staff Responsible for Monitoring:</b> Chief Executive Director Student Services</p> <p>Director of Prevention Programming</p> <p>Director of Counseling Services</p> <p>Director of Student Services</p> <p>Assistant Superintendent of Administrative Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Senate Bill 9 Committee will be utilized to ensure compliance in the area of curriculum materials for instruction on child abuse, family violence, and sex trafficking</p> <p><b>Strategy's Expected Result/Impact:</b> Local policies are in place that establish a process for Senate Bill 9 requirements</p> <p><b>Staff Responsible for Monitoring:</b> Chief Executive Director of Student Services</p> <p>SHAC Committee</p> <p>Director of Counseling Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Consistent tracking of counselor duties and time spent, including direct and indirect services provided</p> <p><b>Strategy's Expected Result/Impact:</b> SB 179 alignment of 80% direct student services by campus counselors</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services</p> <p>Campus Counselors</p> <p>Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 8:** Ensure a culture and environment that embraces equity, diversity and inclusion throughout RISD programs and systems of support

**Evaluation Data Sources:** Increase hiring and representation (43% to 50% hiring) of staff and students in all areas of district function, including increased achievement of Hispanic, African American, Asian, EB and SPED performance as measured by STAAR .

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expanding the focus of the Equity Council to evaluate, support, sustain and make recommendations to implement the Equity Policy</p> <p><b>Strategy's Expected Result/Impact:</b> Equity Council meeting timeline and agendas</p> <p>Equity Council recommendations and report to Board of Trustees</p> <p>Continuation of the Cultural Competence Committee</p> <p>Continuation of the Racial Equity Committee through committee members transitioning to the upcoming Strategic Action Committee</p> <p>Completed Professional Development and implementation plan for CC</p> <p>Board Goals</p> <p>Board Recommendations</p> <p>Positive response increase in culture survey (staff and student); creation of department survey administered to Equity Liaisons; collaboration with ACI on more equity-specific districtwide survey questions</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Equity, Diversity and Inclusion</p> <p>Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Communication plan to inform all stakeholders of the supports and strategies from the Department of Equity, Diversity, and Inclusion</p> <p><b>Strategy's Expected Result/Impact:</b> Dynamic communication plan</p> <p>Build out of department website</p> <p>Bi-weekly Equity Corner update in both internal and external communications through Department of Strategy and Engagement</p> <p>Semester in Review Newsletter (Fall); Quarterly Newsletter (Spring)</p> <p>Monthly Parent University workshops</p> <p>Ongoing Family Engagement programming participation</p> <p>Increase number of hits on Equity website</p> <p>Strategic Plan: C1.3</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Equity, Diversity and Inclusion</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional learning in the areas of Cultural Competence and Culturally Responsive Teaching Pre-K - 12</p> <p><b>Strategy's Expected Result/Impact:</b> Staff have the exposure and opportunity to participate in Cultural Competence professional learning</p> <p>Professional learning rubric</p> <p>An array of Professional Learning opportunities for staff to choose for cultural competence learning throughout the year: Districtwide and Campus/Department specific</p> <p>GROW Conference presentation(s)</p> <p>Bloom Conference presentation(s)</p> <p>EL Institute Presentation(s)</p> <p>Implementation of National Courageous Conversation Protocol into district designed professional learning</p> <p>Implementation of Cultural Competence Badging system</p> <p>Work with campus equity liaison and equity committee to embed support strategies into the campus pathway to equity plan</p> <p>Walkthrough and observation data</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Equity, Diversity and Inclusion</p> <p>Executive Director of Professional Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus and District Equity Support</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger implementation of equitable practices districtwide</p> <p>Improved implementation of the campus Pathway to Equity Plans</p> <p>Collaboration with Directors, Academic Facilitators, and Instructional Coaches on culturally responsive teaching and equitable organizational practices</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Diversity, Equity and Inclusion</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Monitor and support implementation of Campus Connecting Culture Resources programming at all RISD campuses <b>Strategy's Expected Result/Impact:</b> Foster enhanced student-to-student relationships  Connecting Culture Resources  Ongoing meetings and support for Campus Equity Liaisons for Connecting Culture campus implementation  Connecting Culture Resources available for review on the department website  Equity student survey results <b>Staff Responsible for Monitoring:</b> Executive Director of Diversity, Equity and Inclusion	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6: Create and Expand Student Programming that Builds Student Leadership Capacity</b>  <b>Strategy's Expected Result/Impact:</b> Continue program implementation at current campuses:</p> <p>Ethnic Studies programming</p> <p>The Compelling Why</p> <p>Future Comets (UTD) -  Expand RISD student enrollment in the monthly advanced math camps  Expand RISD student enrollment in the monthly ACT/SAT prep classes  Expand RISD student enrollment in the summer UTD residential math camp  Completion of advanced math track through 12th grade  Increase interest and awareness of STEM pathways  Student survey results  Student retention data</p> <p>African American Male Academic Bowl</p> <p>Richardson Youth Leadership</p> <p>Adopt a Senior Initiative</p> <p>Student Equity Ambassadors -  Partnership between student Equity Ambassadors and Campus Equity Liaison at the high schools: Cultural Competence Month and Heritage month planning  Monthly student leadership meetings with the Department of Equity, Diversity and Inclusion and Young Leaders Strong City  Ongoing collaboration between Equity Ambassadors and Campus Administration  Implementation of campus equity resolutions  Annual teen district summit  Summer Equity Camp</p> <p>Student and teacher survey data</p> <p>Increase number of students increase participating in the program</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Diversity, Equity and Inclusion</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Develop actionable steps for implementing the Equity Policy in the work for students with disabilities</p> <p><b>Strategy's Expected Result/Impact:</b> Establish a baseline of data related to evaluate disproportionality of students referred to and served through Special Student Services.</p> <p>Calibration of leadership team around equitable hiring practices.</p> <p><b>Staff Responsible for Monitoring:</b> Special Student Services Executive Director</p> <p>Assistant Superintendent of Administrative Services</p> <p><b>Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide equitable access and support for advanced courses</p> <p><b>Strategy's Expected Result/Impact:</b> GT Identification K-12 is reflective of district's demographics</p> <p>Increased enrollment in Advanced courses through automatic placement in GT Advanced courses in 7th and 8th grades.</p> <p>Decrease in enrollment attrition of GT and advanced courses including Advanced, Advanced Placement, OnRamps, and Dual Credit.</p> <p>Consistent use of Total School Cluster Grouping in first through sixth grades.</p> <p>Increase success metrics in Advanced courses for college credit.</p> <p>Successful completion of Depth &amp; Complexity GT Updates for elementary and secondary teachers (who teach GT/AL courses) for the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director Advanced Learning Services</p> <p>Director of Advanced Learning Programs and Services</p> <p><b>Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Teach Plus Leadership Fellows</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher leaders will explore the processes of change management in order to develop innovative solutions to their schools' and students' needs, while developing as high-impact teacher leaders within their schools</p> <p>Teach Plus will provide coaching and supports for Leadership Fellows and their teams as they participate in the Leadership Fellowship Program</p> <p>Leadership Fellows, teacher leaders, will build a team who will work together to make the case for change, create and implement plans for change, and hold self and others accountable to results.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Equity, Diversity, Inclusion Executive Director Professional Learning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 1:** Improve student performance and ensure 100% of campuses are rated "Met Standard"

**HB3 Goal**

**Evaluation Data Sources:** 100% of campuses meet standard; meet or exceed identified Board Goals for 2020-2021

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize districtwide professional development days and early release days to support and train teachers on effective Tier I Instruction (comprehensive literacy implementation (Pre-K - 12), TRS Implementation , Culturally Relevant Strategies, and Emotional Intelligence components)</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development evaluation results</p> <p>Inclusion of strategies in campus plan based on data</p> <p>Walkthrough analysis</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Principals</p> <p>Executive Director of Professional Development</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Evaluate and monitor all student groups measured for accountability</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance on state required assessments (STAAR, TELPAS)</p> <p>Review of student performance data by student groups each 9 weeks</p> <p>Review of student performance data by student groups by teacher each 9 weeks</p> <p>Data meetings as called by central office staff</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning District and Campus Staff</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All campuses with an accountability rating of a D will create and submit a Targeted Improvement Plan (TIP)</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth</p> <p>Accountability rating improvement</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Learning Communities</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All campuses will create and submit a campus growth plan to address Domain II and Domain III</p> <p><b>Strategy's Expected Result/Impact:</b> Growth for Domain II and Domain III</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Learning Communities</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

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

**Evaluation Data Sources:** 100% of campuses meet standard; meet or exceed identified Board Goals for 2020-2021

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Refine TEKS Resource System based on feedback by teachers and principals and as aligned to STAAR 2.0 and the Richardson ISD Graduate Profile.</p> <p><b>Strategy's Expected Result/Impact:</b> Revised curriculum</p> <p>Increase positive response on climate survey</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Directors of Teaching and Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor TRS Implementation through RISD aligned walkthrough form</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthrough analysis</p> <p>Student performance goals</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Directors</p> <p>Curriculum Directors</p> <p>Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Embed Lead4ward and Ellevation supports, tools, and resources into curriculum documents</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthrough analysis</p> <p>Curriculum document</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Campus Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use Performance Assessments and Quarterly Summative Assessments to monitor and evaluate student progress towards mastery of grade level standards</p> <p><b>Strategy's Expected Result/Impact:</b> Performance growth goals</p> <p>Quarterly heat map report by campus</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 2:** We will guarantee that all students will perform at or above grade level.

**Performance Objective 3:** Ensure a strong vertically aligned math curriculum K-8 to support 3rd through junior high math achievement and an increase in Algebra I junior high enrollment.

**Evaluation Data Sources:** The percent of students who score at the meets level in 3rd grade math will grow from 52% to 54% AND percent of students completing Algebra I and meeting standard on Algebra I EOC before entering high school will increase from 38% to 39%





Percent of African American students who score at the meets level in 3rd grade math will grow from 35% to 38% and Algebra I will increase 12% to 14%

Percent of Hispanic students who score at the meets level in 3rd grade math will grow from 42% to 45% and Algebra I will increase from 24% to 30%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Focused PD on understanding and using visual cues, anchor charts and fact fluency K-8 (5-7th grade teacher pull out and monthly PLCs to ensure vertical alignment strategies)</p> <p><b>Strategy's Expected Result/Impact:</b> Percent increase of student performance (Board Goal)</p> <p>Teacher survey</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director of Teaching and Learning</p> <p>Director of Pre-K - 12 Math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Innovative unit preview videos for every unit in TRS that is housed in Schoology K-8 to ensure effective planning and Tier 1 instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Percent increase of student performance (Board Goal)</p> <p>Teacher survey</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director of Teaching and Learning</p> <p>Director of Pre-K - 12 Math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Focused PD on level of TEKS and use of hands on manipulatives to help students reach master level of standard</p> <p><b>Strategy's Expected Result/Impact:</b> Percent increase of student performance (Board Goal)</p> <p>Teacher survey</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Director of Pre-K - 12 Math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Develop math cadre to focus on vertical alignment and essential standards Pre-K - 8</p> <p><b>Strategy's Expected Result/Impact:</b> Percent increase of student performance (Board Goal)</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director of Teaching and Learning</p> <p>Director of Pre-K - 12 Math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Summer bridge to support students that have an existing achievement gap as seen on STAAR</p> <p><b>Strategy's Expected Result/Impact:</b> Percent increase of student performance</p> <p>Summer bridge attendance</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Teaching and Learning</p> <p>Director Math Pre-K - 12</p> <p>Assistant Superintendent Teaching and Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Utilize intervention tools to diagnose student learning needs to differentiate instruction (IXL, GPS, Motivation math) <b>Strategy's Expected Result/Impact:</b> Student growth goals  CBAs, MAP data <b>Staff Responsible for Monitoring:</b> Director Math Pre-K - 12  Assistant Superintendent Teaching and Learning  Executive Director of Teaching and Learning	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Research best practices to address math acceleration beginning in elementary <b>Strategy's Expected Result/Impact:</b> Program recommendation and action plan <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning  Executive Director of Teaching and Learning  Director of Pre-K - 12 Math	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Continue engagement with TXNSI <b>Strategy's Expected Result/Impact:</b> Meet 21-22 Goal Progress Measures 8th Grade Algebra I <b>Staff Responsible for Monitoring:</b> Director of Math  Principals  Executive Directors of Learning Communities	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Math interventionists partner with SMU to implement Fraction Face Off math tutoring program <b>Strategy's Expected Result/Impact:</b> Improve the understanding of fractions for at-risk 4th graders through increased instruction on measurement interpretation of fractions. <b>Staff Responsible for Monitoring:</b> Chief Intervention Officer Director of Intervention and Enrichment L & I Math Specialist	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> L &amp; I math interventionists will utilize Zearn Math platform to fill learning gaps identified as needing tier 3 support.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve conceptual understanding of all math concepts for 5th graders identified as needing tier 3 support.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Intervention Officer Director of Intervention and Enrichment L &amp; I Math Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> L &amp; I math interventionists will utilize Do The Math program to fill learning gaps through hands on learning experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase understanding of basic math foundational skills for K-6</p> <p><b>Staff Responsible for Monitoring:</b> Chief Intervention Officer L &amp; I Math Specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Intentional Itime support for identified campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement utilizing just in time intervention aligned to tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Intervention Officer Director of Intervention and Enrichment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 2:** We will guarantee that all students will perform at or above grade level.

**Performance Objective 4:** Improve graduation rates to ensure students are college and/or career ready

**Evaluation Data Sources:** Graduation rate for all RISD students will increase from 91.3% to 94%

African American students graduating in RISD will increase to 90%





Hispanic students graduating in RISD will increase to 90%

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Graduation Teams at four high schools (Design program for JH implementation) <b>Strategy's Expected Result/Impact:</b> Increase the number of successful graduation plans implemented  Decrease number of overall leavers <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services  Director of Counseling Services  Chief Executive Director of Student Services  Director of Attendance and Truancy  Executive Director of Student Support	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Evaluate and develop drop-out prevention and credit-recovery protocol and system of supports grades 7-12</p> <p><b>Strategy's Expected Result/Impact:</b> Implement leaver protocols</p> <p>Reduce number of dropouts</p> <p>Increase number of students graduating on time as measured by state and federal graduation rate (accountability subset)</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services</p> <p>Chief Executive Director of Student Services</p> <p>Director of Attendance and Truancy</p> <p>Director of Counseling Services</p> <p>Executive Director of Student Support</p> <p><b>Equity Plan</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to implement Grade Repair Program in Grades 9-12</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the enrollment of eligible students in grade repair courses at the end of Q1 and Q3.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services</p> <p>Director of Prevention Programming</p> <p>Director of Counseling Services</p> <p><b>Equity Plan</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional opportunities on behavior management techniques and strategies</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development offerings</p> <p>Decrease number of student discipline referrals</p> <p>Improve climate survey data related to the perception of behavior management</p> <p><b>Staff Responsible for Monitoring:</b> Chief Executive Director of Student Services</p> <p>Behavior Specialist</p> <p>District and Campus Staff</p> <p>Coordinator of Behavior Support</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Enhance, implement and monitor a comprehensive leaver process with fidelity to improve overall graduation rates.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved graduation rates</p> <p>Reduction in the number of leavers</p> <p><b>Staff Responsible for Monitoring:</b> Chief Executive Director of Student Services</p> <p>Executive Director of Student Support</p> <p>Director of Attendance and Truancy</p> <p>District and Campus Staff</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Continue to strengthen and expand Edgenuity on all campuses for credit recovery</p> <p><b>Strategy's Expected Result/Impact:</b> End of Course results</p> <p>Increase number of credits recovered</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Learning Community Executive Directors</p> <p>Director of Counseling Services</p> <p>Campus Administrators</p> <p>Director of Prevention Programming</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Ensure monitoring of students at risk of losing credits</p> <p><b>Strategy's Expected Result/Impact:</b> End of Course Results</p> <p>Meeting to discuss status of students</p> <p>Decrease number of students behind on credit attainment</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators/Staff</p> <p>Executive Directors</p> <p>Assistant Superintendent of Teaching and Learning</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Create a system to ensure every student has at least 1 adult connection</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive response on student survey</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors</p> <p>Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> All AVID Secondary sites will demonstrate requirements for "AVID Schoolwide" certification and All AVID Elementary sites will demonstrate requirements for "Meets AVID Implementation Expectations" certification.</p> <p><b>Strategy's Expected Result/Impact:</b> No Indicator is rated "Does Not Meet AVID Implementation Expectations."            No more than two Indicators are rated "Meets AVID Elective Implementation Expectations."            No more than seven Indicators are rated "Emerging Schoolwide."            All other Indicators are rated "AVID Schoolwide" or higher for secondary sites as measured by the AVID Certification and Coaching Instrument.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director Advanced Learning Services</p> <p>Director of AVID</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Redesign summer school K-12 intervention programming during the school year based on results of EOC program evaluation</p> <p><b>Strategy's Expected Result/Impact:</b> Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Directors of Learning Communities</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 5:** Create a Pre-K - 12 System to educate stakeholders on the importance of student attendance.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement A2A System of Attendance <b>Strategy's Expected Result/Impact:</b> Percent increase in student attendance <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services  Campus Principals  Director of Attendance and Truancy  Chief Executive Director of Student Services  Executive Director of Student Support	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement a district and campus recognition program to celebrate campuses with %increase growth in student attendance <b>Strategy's Expected Result/Impact:</b> Recognition Program <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services Director of Truancy and Attendance Campus Principals	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 2:** We will guarantee that all students will perform at or above grade level.





**Performance Objective 6:** Implement a systematic approach to sustain and strengthen programming and instruction that supports students with disabilities.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Equip campus staff with training on disability awareness, evidence based best practices, and inclusive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased disability awareness and basic knowledge of conditions that could be considered a disability under 504 and/or IDEA</p> <p>Effective instructional practices</p> <p>Quality referrals for evaluation to 504 and/or special education</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services</p> <p>Chief Executive Director of Special Student Services</p> <p>Executive Director of Teaching and Learning</p> <p>Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide support to campus staff through instructional support specialists and behavior/program specialists to train and implement best practice strategies that support quality programming, behavior management and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Quality programming and instruction</p> <p>Effective behavior interventions</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services</p> <p>Chief Executive Director of Special Student Services</p> <p>Special Student Services Director of Emotional and Behavior Services</p> <p>Executive Director of Teaching and Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide a parent education program that targets disability awareness and an understanding of services for students with disability.</p> <p><b>Strategy's Expected Result/Impact:</b> Meaningful parent engagement</p> <p>Positive parent and district relationships</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services</p> <p>Chief Executive Director of Special Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Engage in collaboration across multiple district departments to support the learning of students with disability.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on STAAR and other national assessments (5% target increase)</p> <p>Tools embedded in the district curriculum</p> <p>Collaborative training at district and campus level</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services</p> <p>Chief Executive Director of Special Student Services</p> <p>Assistant Superintendent of Teaching and Learning</p> <p>Executive Director of Teaching and Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to monitor and adjust special education staffing and make appropriate recommendations. Develop and support recruitment and training programs for specialized staff to support the academic needs of students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Appropriately allocated teachers and staff</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services</p> <p>Assistant Superintendent of Human Resources</p> <p>Chief Executive Director of Special Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement collaborative teaching practices that ensure quality instruction for students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance of students with disability</p> <p><b>Staff Responsible for Monitoring:</b> Special Student Services Executive Director</p> <p>Assistant Superintendent of Administrative Services</p> <p>Assistant Superintendent of Teaching and Learning</p> <p><b>Results Driven Accountability - Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Continue to expand Take Flight programming for students with dyslexia to provide choices in interventions that improve efficiency and effectiveness by training another cadre of dyslexia teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved reading achievement for students with dyslexia</p> <p>Completion of interventions in less time</p> <p><b>Staff Responsible for Monitoring:</b> Special Student Services Executive Director</p> <p>Special Student Services Director of Dyslexia Programs</p> <p>Assistant Superintendent of Administrative Services</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Continue dyslexia therapy training to prepare RISD teachers to reach credentialed levels to ensure effective intervention for students with dyslexia and related disorders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased capacity in trained staff</p> <p>Improved reading achievement for students with dyslexia and other related disorders</p> <p><b>Staff Responsible for Monitoring:</b> Chief Executive Director of Special Student Services</p> <p>Special Student Services Director of Dyslexia Programs</p> <p>Assistant Superintendent of Administrative Services</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 9 Details	Reviews			
Strategy 9: Implement new TEA guidelines related to Single Pathway dyslexia identification.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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





**Performance Objective 7:** Ensure 100% of Emergent Bilingual students will make progress towards a TELPAS advanced level in proficiency in Reading, Writing, Listening, and Speaking domains. Emergent Bilingual 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 expected increase as defined by Board Goals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement dual language immersion program</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in data scores and English proficiency level for Emergent Bilingual students participating in program</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director of Teaching and Learning</p> <p>Director of Bilingual Program Services</p> <p><b>Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement SEIDLITZ training for all teachers supporting students identified as Emergent Bilingual Students</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of teachers trained</p> <p>Increase number of students meeting TELPAS and STAAR Progress Measure Goals</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director of Teaching and Learning</p> <p>Director of ESL</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure ESL teachers have professional development in working with Emergent Bilingual Students, including Sheltered Instruction training, English Language Proficiency Standards (ELPS), and/or MTSS for Emergent Bilingual Students</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers receive professional development</p> <p>Walkthrough analysis (strategies in action)</p> <p>TELPAS progress</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Executive Director of Teaching and Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Expand and enrich programs to support parent engagement</p> <p><b>Strategy's Expected Result/Impact:</b> Increase positive response in parent climate survey</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Chief Communications Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement ELLevation and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs)</p> <p><b>Strategy's Expected Result/Impact:</b> ELLevation usage reports</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning</p> <p>Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Utilize MTSS Framework for concept development and skill mastery PreK - 12 with specific considerations for the language needs of Emergent Bilingual Students</p> <p><b>Strategy's Expected Result/Impact:</b> TELPAS and STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Director of ESL Services</p> <p>Director of Bilingual Program Services</p> <p>Executive Director of Teaching and Learning Services</p> <p>Assistant Superintendent of Teaching and Learning Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Seek funding source from the Administration for Children &amp; Families Office of Refugee Resettlement to provide professional learning for teachers and wrap-around &amp; academic services and educational materials for newly enrolled refugees.</p> <p><b>Strategy's Expected Result/Impact:</b> Grant Approval, Student Outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Multilingual Education Team</p> <p>Executive Director of Federal Grants</p> <p><b>Results Driven Accountability - Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 8:** Create a culture of literacy for ALL in grades Pre-K-3.

**Evaluation Data Sources:** Meets of Masters on 3rd Grade Reading STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Pre-K-12 literacy professional learning in the area of evidence-based literacy intervention.  <b>Strategy's Expected Result/Impact:</b> Increase in mCLASS and mCLASS Espanol scores</p> <p>Increase in MAP scores  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning Services</p> <p>Chief Intervention Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure that every teacher in RISD is a teacher of literacy Pre-K - 12  <b>Strategy's Expected Result/Impact:</b> Professional development on best practice literacy strategies for teachers Pre-K - 12  <b>Staff Responsible for Monitoring:</b> Chief Intervention Officer</p> <p>Assistant Superintendent of Teaching and Learning Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure that every teacher who serves K-1 students in RISD attends Foundations of Literacy Training.  <b>Strategy's Expected Result/Impact:</b> Increase in mCLASS/mCLASS Espanol</p> <p>Increase in MAP reading scores  <b>Staff Responsible for Monitoring:</b> Chief Intervention Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement learning from HB3 Reading Academies with all 2nd and 3rd grades teachers, as well as those new to K-1. including campus support staff. (i.e. instructional coaches, reading specialists, ESL, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> RISD K-3 teachers will successfully complete TRA within the 11 month window</p> <p>K-3 teachers will work to implement new learning in their classrooms with the support of the Reading Academy Coaches.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Intervention Officer</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

**Performance Objective 9:** Implement Pre-K for ALL

**HB3 Goal**

**Evaluation Data Sources:** Circle data/enrollment





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training for all new Pre-K administrators.  <b>Strategy's Expected Result/Impact:</b> Administrators will be knowledgeable of the Texas Pre-K Guidelines, TEA High-Quality Pre-K expectations, our RISD Connected Coaching model, and CLI Engage Progress Monitoring  <b>Staff Responsible for Monitoring:</b> Pre-K Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All new to Pre-K teachers will participate in Texas Pre-K Guidelines, best practice and inclusive practices professional learning.  <b>Strategy's Expected Result/Impact:</b> All new to Pre-K teachers will have a deep knowledge of the 10 domains of the Texas Pre-K Guidelines; including outcomes, child behaviors and instructional strategies. Teachers will develop a solid foundation for best practices in Pre-K; including instructional methods and classroom environment, and inclusive strategies.  <b>Staff Responsible for Monitoring:</b> Pre-K Director            Coordinating Director of Special Student Services            Director of Special Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement a Connected Coaching Model for Pre-K campus administrators, campus instructional supports, and the Pre-K department to collaboratively coach all Pre-K teachers utilizing Schoology. All Pre-K teachers are required to receive 15 hours of direct coaching as described by TEA  <b>Strategy's Expected Result/Impact:</b> Pre-K teachers will gain new knowledge and implement teaching strategies which strengthen their foundation of Pre-K instruction             Strengthen campus level capacity surrounding Pre-K instruction and best practices  <b>Staff Responsible for Monitoring:</b> Pre-K Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Equip all new Pre-K classrooms with high-quality curriculum, materials, furniture etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to a high-quality environment with developmentally appropriate materials and a robust curriculum that is aligned to the Texas Pre-K Guidelines</p> <p><b>Staff Responsible for Monitoring:</b> Pre-K Director Coordinating Director of Special Student Services Director of Special Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement engagement opportunities for Pre-K families including two required parent conferences, weekly communication, and connecting families to CLI Engage CIRCLE activities directly aligned to meet individual student needs</p> <p><b>Strategy's Expected Result/Impact:</b> Creates a foundation for parent involvement at the campus, builds a strong relationship of support between the parents and the teacher, and students further develop necessary skills for kindergarten readiness</p> <p><b>Staff Responsible for Monitoring:</b> Pre-K Director</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement ECSE program expectations, systems and supports to new and existing programs while aligning to general education Pre-K structures and standards.</p> <p><b>Strategy's Expected Result/Impact:</b> ECSE curriculum will reflect alignment with gen ed PreK curriculum as appropriate</p> <p>ECSE staff feedback will demonstrate an understanding of the PreK Guidelines and best practices and the appropriate modifications/accommodations for students with disabilities</p> <p><b>Staff Responsible for Monitoring:</b> Coordinating Director of Special Student Services Director of Special Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 10:** Continued implementation of the MTSS Framework (Multi Tiered Systems of Support) and its components district wide





**Evaluation Data Sources:** Reflections and feedback from MTSS learning community support meetings for principals and EDs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Kindergarten and 1st Grade ESSER Support/Co-Teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Meet 21-22 goal progress measures for 3rd grade Reading and Math</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent</p> <p>Executive Directors of Learning Communities</p> <p>Deputy Superintendent</p> <p><b>Funding Sources:</b> ESSER - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide additional allocations to secondary campuses to lower class sizes for CORE and intervention courses</p> <p><b>Strategy's Expected Result/Impact:</b> Student Performance (MAP, STAAR)</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of Learning Communities</p> <p>Deputy Superintendent</p> <p><b>Funding Sources:</b> ESSER - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 11:** Increase implementation and utilization of NWEA MAP districtwide





**Evaluation Data Sources:** Professional learning dates, number of students tested, campus teams utilizing campus reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide high quality BOY, MOY, and EOY NWEA MAP professional learning</p> <p><b>Strategy's Expected Result/Impact:</b> Successfully assess 90% of all eligible students at BOY, MOY, and EOY</p> <p>Campuses will be able to effectively analyze data using NWEA MAP Growth reporting features</p> <p><b>Staff Responsible for Monitoring:</b> Chief Intervention Officer</p> <p>Director of MTSS</p> <p>Director of Intervention and Enrichment</p> <p><b>Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a communication plan to ensure students and parents understand MAP reports and establish individual growth goals</p> <p><b>Strategy's Expected Result/Impact:</b> Meet 21-22 goal progress measures</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 12:** Increase Implementation and Utilization of Branching Minds districtwide

**Evaluation Data Sources:** Professional learning dates, number of students with active plans, campus teams utilizing platform features





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide high quality BOY, MOY, and EOY Branching Minds professional learning</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses will identify students in need of Tier 3 intervention and will create goals, interventions, and progress monitors that support growth.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Intervention Officer</p> <p>Director of MTSS</p> <p>Director of Intervention and Enrichment</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement requirements from HB4525 to ensure students receive supports identified in Accelerated Learning Plans</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students passing grade level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Director for MTSS</p> <p>Director of Intervention and Enrichment</p> <p>Executive Director ACI</p> <p>Director of Data Analysis</p> <p>Principals</p> <p>Chief Intervention Officer</p> <p>Deputy Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

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

**Evaluation Data Sources:** Increase in diverse demographic representation in RISD hiring from 46% to 50%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Benchmark salary schedules and employee benefits against surrounding districts <b>Strategy's Expected Result/Impact:</b> Aligned compensation and benefits opportunities</p> <p>Increase in employee retention rates <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources</p> <p>Director of Compensation</p> <p>Executive Director of Benefits/Payroll</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Refresh RISD Grow Your Own model and expand university partnerships <b>Strategy's Expected Result/Impact:</b> Increased number of students in Teaching Internship Program by 5%</p> <p>Increased number of students returning to RISD to teach after college</p> <p>Increased opportunities for paraprofessional employees to continue education <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources</p> <p>Executive Directors of Human Resources</p> <p>Executive Director of CTE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement new marketing strategies to attract, recruit and hire diverse highly-qualified teaching and support staff</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in number of applicants for RISD jobs</p> <p>Increased diversity in new hires (7%)</p> <p>Improved RISD branding on various media platforms (social media, website, print, recruiting events)</p> <p>Brand ambassadors designated for campuses and departments</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources</p> <p>Executive Director of Human Resources</p> <p>Chief of Strategy and Engagement</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Increase opportunities for campus administrators to review historical hiring data and develop plans for hiring a more diverse staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in percentage of diverse new hires</p> <p>Articulated plans for future hiring</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources</p> <p>Executive Directors of Human Resources</p> <p>Executive Directors of Learning Communities</p> <p>Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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





**Performance Objective 2:** Research and implement innovative practices to increase employee retention

Strategic Action Plans: P4.1-P4.7

**Evaluation Data Sources:** Reduce teacher turnover rate by 5%

Increase of new benefits/incentives for RISD employees

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize data from employee surveys to focus on specific areas of opportunity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in overall employee satisfaction with campus and District support and direction. Strategic plan for campuses or departments with lower satisfaction.</p> <p>Reduced employee turnover</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources Executive Director of ACI Executive Directors of Learning Communities</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Plan and implement employee daycare services</p> <p><b>Strategy's Expected Result/Impact:</b> Increased employee retention</p> <p>Increase in employee recruitment</p> <p>Affordable childcare services available for RISD employees</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of District Operations Assistant Superintendent of Human Resources</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increase Career Pathway opportunities for RISD employees</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities for career and educational advancement for professional, paraprofessional and classified staff</p> <p>Increased professional learning pathways for employees including training for additional certifications/licensing</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources</p> <p>Executive Directors of Human Resources</p> <p>Executive Director of Professional Learning</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 3:** Enhance system of support for auxiliary, classified and paraprofessional staff to include a focus on career pathways.

**Evaluation Data Sources:** Decrease turnover for auxiliary staff by 5%

Additional professional development offerings for auxiliary staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand and refine professional learning opportunities for transportation, custodial and child nutrition staff to be aligned with survey feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased employee turnover Increase in positive responses to employee satisfaction survey</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources Assistant Superintendent of Operations Executive Director of Support Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize auxiliary staff as a campus or district system of support when necessary (monitor, drivers when available will support campus and district needs)</p> <p><b>Strategy's Expected Result/Impact:</b> Campus Satisfaction Employee Satisfaction Survey</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Operations Assistant Superintendent of Human Resources Executive Director of Support Services</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

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

**Evaluation Data Sources:** Increase in positive response rate by staff on professional development session evaluation responses (Eduphoria) from 95 % to 100% and increase positive response rate by staff on professional development offered at campus from 72% to 85%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to provide professional development in all curricular areas to enhance instructional strategies with a focus on supporting TRS, PLC and Lead4Ward</p> <p><b>Strategy's Expected Result/Impact:</b> Number of sessions and participants feedback</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning Executive Director of Professional Learning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to provide professional development for instructional staff to support students with disabilities</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of sessions and participants</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Student Services Executive Director of Professional Development</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure all elementary (K-6) and secondary G/T teachers complete required state mandated G/T training. Ensure all returning elementary (K-6) and secondary G/T teachers complete 6 hour update</p> <p><b>Strategy's Expected Result/Impact:</b> G/T training documentation</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Advanced Learning Services Executive Director of Professional Development Director Advanced Learning Programs and Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue to provide professional development to support the following district focus areas:</p> <p>a. TRS  b. Professional Learning Communities (4 Questions)  c. Lead4Ward Strategies for planning instruction and data analysis  d. Technology integration  e. PBIS/Equity</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of sessions and participants</p> <p>Walkthrough data analysis</p> <p>Performance growth goals</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Teaching and Learning  Executive Director of Professional Development  Campus Administrators  Chief Technology Officer</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Assess effectiveness of individual professional development sessions to ensure that sessions meet the needs of at least 90% of participants by way of using the current professional learning platform.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development evaluation</p> <p>Increase teacher positive response on professional learning survey and on district climate survey</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Professional Development</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement PLC best practices by Learning Communities and support annually to ensure PLC leads have the training necessary to lead and sustain a guiding coalition and effective PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of teachers engaged in PLC learning</p> <p>Increase percentage of PLCs meeting the proficient or higher self-evaluation for quality PLC using the PLC Navigator Tool along with other tools.</p> <p><b>Staff Responsible for Monitoring:</b> Learning Community Executive Directors  Executive Director of Professional Learning</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide ongoing system of support for New Hire teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in retention rate of new teachers in RISD</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Professional Learning Learning Community Executive Directors Human Resources Executive Directors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Coordinate with ESS to provide timely professional development to all substitutes to include safety and security, classroom management and other areas of identified need</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of subs identify professional learning supported them in increase performance as a substitute</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources Executive Directors of Human Resources</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Research and provide training, support and test preparation for ESL Certification exams for K-6 core teachers to support ESL instructional programming change.</p> <p><b>Strategy's Expected Result/Impact:</b> Schedules for available in-house and external training sessions.</p> <p>Increase number of K-6 teachers earning ESL endorsement for teaching certificate.</p> <p>Improved instructional practices supports Emergent Bilingual Students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources Executive Director of Professional Learning Executive Directors of Human Resources Learning Community Executive Directors Directors of Multilingual Education Team</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





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

**Performance Objective 5:** Strengthen the leadership capacity of central and campus administrators

**Evaluation Data Sources:** Increase in positive response rate on staff surveys regarding campus leadership from 81% to 90%. ("Overall, the campus is headed in the right direction.")

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct regular, timely professional learning and support to campus leaders ("REAL" and "CLU" , "Academic Service Learning" meetings) and enhance Instructional and Operational capacity of campus/central administrators in the areas of:</p> <ul style="list-style-type: none"> <li>a. PLC</li> <li>b. Teaching &amp; Learning</li> <li>c. RISD Graduate Profile</li> <li>d. Principal Competencies</li> <li>e. Teacher Competencies</li> <li>f. Special Education</li> <li>g. Human Resources</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Principal feedback</p> <p>Meeting agendas</p> <p>Performance growth goals</p> <p>Increase positive response on climate surveys</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Learning Community Executive Directors Executive Director of Professional Learning Superintendent's Cabinet</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create strategic job embedded professional learning options for principals to address , T-TESS teacher feedback, TPESS goals, principal competencies and RISD graduate profile.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased T-TESS inter-rater reliability in teacher feedback</p> <p>TPESS goals attained</p> <p>Principal feedback</p> <p>Increased positive response on climate survey by principals (feeling supported by supervisor; have the necessary materials/supports to successfully do my job)</p> <p><b>Staff Responsible for Monitoring:</b> Learning Community Executive Directors Executive Director of Professional Development</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Central administrators will provide support to campus administrators by conducting regular visits, subbing in campuses when needed and providing quality, feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus visit logs</p> <p>Increased positive response on climate survey by staff (feeling supported by supervisor)</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Assistant Superintendents Central Administrators and staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Enhance the TTESS appraisal system to incorporate more flexibility and support for teachers and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> TTESS Alternating Schedule for teachers</p> <p>Walkthrough data analysis</p> <p>Staff survey/formative feedback</p> <p>TTESS final evaluations</p> <p>Goal attainment</p> <p>Increase teacher feedback on Climate Survey to positive response of 90%</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Human Resources Executive Directors Human Resources Executive Directors of Learning Communities Executive Director of Professional Development</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Utilize focus groups and lead principal feedback to drive decision making and professional development planning</p> <p><b>Strategy's Expected Result/Impact:</b> Performance growth goals</p> <p>7% reduction in teacher turnover</p> <p>Increased positive response on climate survey (staff)</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Learning Community Executive Directors</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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:** Provide ongoing, timely and relevant content regarding district news, information, celebrations, and student and staff recognitions.

**Evaluation Data Sources:** Increase of positive response rate from internal and external stakeholders in focus group and/or survey responses at or above 95%





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Expand implementation of all campus websites from Blackboard to WordPress for consistency across all www.risd.org sites</p> <p><b>Strategy's Expected Result/Impact:</b> Improved news/event promotion for campuses with their families and communities. Allow for consistency across single platform and ease of use for end-users</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Strategy and Engagement</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Inventory and redesign/rebrand all district print collateral to provide consistency and support district communications plan</p> <p><b>Strategy's Expected Result/Impact:</b> Rebranded materials will support current board goals and key messaging for the district</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Strategy and Engagement</p> <p>Executive Director of Communications</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement new district electronic newsletter tool, Smore, to all campuses and teachers to support effective communication efforts with all district stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in number of parent and community subscriptions to district and campus electronic communications</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Strategy and Engagement</p> <p>Executive Director of Communications</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement Blackboard mass notification integration that includes new parent messenger app for consistent delivery of important district and campus messaging</p> <p><b>Strategy's Expected Result/Impact:</b> Consistencies within delivery methods and design ensure consistent message is delivered across all platforms</p> <p>Additional options of message receipt are introduced to reach more people in areas of preference</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Strategy and Engagement</p> <p>Executive Director of Communications</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to expand stakeholder engagement through district's social media accounts</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of followers across all district social media accounts.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director, Communications, Social Media Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 4:** We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

**Performance Objective 2:** Evaluate and develop tools to advertise and market RISD brand





**Evaluation Data Sources:** Expand centrally delivered RISD presence throughout all four learning communities. New app and marketing materials will serve as baseline data collected this year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop scoreboard advertising campaign to support district and campus messaging at each stadium  <b>Strategy's Expected Result/Impact:</b> Expanded business partnerships and revenue  <b>Staff Responsible for Monitoring:</b> Chief of Strategy and Engagement</p> <p>Director, Community Engagement</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop and implement advertising opportunities through selected district communication channels, including CONNECT magazine, newsletters, and sponsorships/events  <b>Staff Responsible for Monitoring:</b> Chief, Strategy &amp; Engagement, Director, Community Engagement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to expand Print Services to provide timely resources and support for campuses and classroom teachers.  <b>Staff Responsible for Monitoring:</b> Chief, Strategy &amp; Engagement, Print Services Manager</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Redesign all campus logos to support our district branding efforts.  <b>Strategy's Expected Result/Impact:</b> More consistent look and alignment with district brand guidelines.  <b>Staff Responsible for Monitoring:</b> Chief, Strategy &amp; Engagement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 4:** We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

**Performance Objective 3:** Implement Strategic Planning 2023 to continue community involvement in the district continuous improvement process

**Evaluation Data Sources:** Completed 5 year long-range strategic plan representative of staff, students, parents and community that includes alignment with graduate profile.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Leverage all district communication channels to provide updates and information specific to the strategic planning process, including timelines, deliverables, goals and outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategic planning website traffic data, including number of visits, number of unique visits</p> <p>Number of pushes to community via social media, electronic newsletters</p> <p>Update parent community through school take-home materials</p> <p>Update business community through material shared at civic meetings and partnering with their distribution resources</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Strategy and Engagement</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Quarterly reports and district updates to Strategic Plan Design Team and Action Teams</p> <p><b>Strategy's Expected Result/Impact:</b> Distribution lists for emails, newsletters, video pushes to members of each group</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Strategy and Engagement</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop district branding to support Strategic Plan 2023 that includes marketing collateral and messaging.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community and support for Strategic Plan and district implementation efforts.</p> <p><b>Staff Responsible for Monitoring:</b> Chief, Strategy &amp; Engagement.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 4:** We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

**Performance Objective 4:** Rebrand Partners for All program to increase external stakeholder engagement that aligns with district goals and priorities.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop database of partners and volunteer groups to explore volunteer and other district engagement opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Catalog of volunteers by interest can be used to match individuals with listing of volunteer opportunities</p> <p>Relaunch Voly software system to generate renewed interest and commitment as district database tracking tool</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Strategy and Engagement, Director of Community Engagement</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coordinate and communicate volunteer opportunities (campus-based, district-based, education foundation-based)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community involvement to support the district's mission and vision.</p> <p>Attract more involvement from PTA and companies seeking ways to designate their volunteer initiatives</p> <p>Increased engagement activities with business community</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Strategy and Engagement, Director of Community Engagement</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Rebrand and market Voly software program to all campuses and departments to increase volunteer opportunities across the district</p> <p><b>Strategy's Expected Result/Impact:</b> Increased volunteer presence on campuses</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Strategy and Engagement, Director of Community Engagement</p> <p>Campus principals</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue partnership with The Richardson ISD Foundation to provide alternative funding sources that support the district's mission, vision and goals and provides additional resources and supports for all staff and students.	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Expand WeRead pilot program to additional high need campuses to support district early literacy goals and provide meaningful volunteer opportunities. <b>Staff Responsible for Monitoring:</b> Chief, Strategy & Engagement, Director of Community Engagement	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Relaunch community engagement program (formerly known as Inside RISD) to support building key communicators and advocates. <b>Staff Responsible for Monitoring:</b> Chief, Strategy & Engagement, Director of Community Engagement	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Develop and implement a marketing plan to support increased engagement with senior adults in the community to build advocacy for the district. <b>Staff Responsible for Monitoring:</b> Chief of Strategy & Engagement, Director of Community Engagement	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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 5:** Design and implement marketing plan for the district's Graduate Profile to increase stakeholder understanding and commitment of graduate profile outcomes and actions district is taking to implement with students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop out comprehensive web presence with resources to support Graduate Profile communications plan.  <b>Strategy's Expected Result/Impact:</b> Increased knowledge, understanding and support for the Graduate Profile with all district stakeholders.  <b>Staff Responsible for Monitoring:</b> Chief, Strategy &amp; Engagement</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop additional marketing materials, including posters and visuals, to be placed in all district classrooms and across all campuses to support implementation of the Graduate Profile with students and staff.  <b>Strategy's Expected Result/Impact:</b> Increase knowledge and understanding with the goals and outcomes for the Graduate Profile.  <b>Staff Responsible for Monitoring:</b> Chief, Strategy &amp; Engagement</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Seek out opportunities to promote the Graduate Profile with prospective business and community partners that support student outcome goals.  <b>Strategy's Expected Result/Impact:</b> Increased number of district partners engaged with the mission and vision of the district.  <b>Staff Responsible for Monitoring:</b> Chief, Strategy &amp; Engagement, Director of Community Engagement</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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 6:** Implement new Parent and Family Engagement Education and Support Program

**Evaluation Data Sources:** Parent Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent University - Redesign Parent University Program to include comprehensive supports for parents/families in RISD</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent satisfaction, via parent survey</p> <p>Equip parents to see the different levels and variety of family engagement opportunities offered within the district</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Parent and Family Engagement</p> <p>Executive Director of Equity, Diversity and Inclusion</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue partnership with Council of PTAs to support parent engagement through PTA membership drive.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent participation in their local PTA</p> <p>Build network of support and collaboration with PTA Inclusive Chairs</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Parent and Family Engagement</p> <p>Executive Director of Equity, Diversity, and Inclusion</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> District Parent Conference - Partner with the organization, Parent Step Ahead, to host a parent conference for EL families.</p> <p><b>Strategy's Expected Result/Impact:</b> Direct family engagement initiative to partner and engage with the district's Spanish speaking families, who comprise 38% of the student population, in order to build long-term relationships that foster and support every child's academic success</p> <p>Build network of parents to market family engagement events/initiatives</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Parent and Family Engagement</p> <p>Executive Director Equity, Diversity, and Inclusion</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Practical Parent Education - Classes offered on an ongoing basis for EL parents in each learning community.</p> <p><b>Strategy's Expected Result/Impact:</b> Equip parents with tools to navigate a complex educational system</p> <p>Empower parents to integrate into the campus community, as active participants, to further support academic success</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator Parent and Family Engagement Executive Director Equity, Diversity, Inclusion</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Clubhouse Corrals - hosted at local apartment complexes to build parent awareness with identified needs: Attendance, Focus Parent Portal Access and Use, Graduation Requirements, Parent University opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Continue relationship building with parents by meeting with them in their community areas</p> <p>Empower parents through increased awareness of district programs and supports, which will enable them to make the best decisions for their children's academic success</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator Parent and Family Engagement Executive Director Equity, Diversity, Inclusion</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Pop-Up Shops - direct, physical interaction with RISD community to advertise district programming and events to increase participation</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of and participation in district programming</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator Parent and Family Engagement Executive Director Equity, Diversity, Inclusion</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Parent as Teacher Literacy Model - Monthly literacy demonstration Lessons and companion pieces designed for K-2 parents to use at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Empower parents to effectively support their child's early literacy foundation</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator Parent and Family Engagement Executive Director Equity, Diversity, and Inclusion</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Benchmark cost per pupil by function with select districts to compare efficiency of current allocation of resources (staffing ratios)</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis of benchmark data</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Maintain multi-year financial plan to project future needs</p> <p><b>Strategy's Expected Result/Impact:</b> Maintenance of multi-year financial plan</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Budget aligns with Board Goals and Strategic Plan</p> <p><b>Strategy's Expected Result/Impact:</b> Submission of budget that aligns with Board Goals and Strategic Plan</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Communicate the 2023-24 budget planning timeline</p> <p><b>Strategy's Expected Result/Impact:</b> Timeline, communications</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Recommend district operating budget for approval in June <b>Strategy's Expected Result/Impact:</b> Approval of budget <b>Staff Responsible for Monitoring:</b> Chief Financial Officer  <b>Funding Sources:</b> - 199 - General Fund	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Manage Bond 2016 and 2021 expenditures and create and communicate calendar for bond expenditures <b>Strategy's Expected Result/Impact:</b> Completion of scheduled bond projects <b>Staff Responsible for Monitoring:</b> Chief Financial Officer  <b>Funding Sources:</b> - 199 - General Fund	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Update Administrative Operating Guide (AOG), including Purchasing and Federal Grants Manuals to ensure efficient and effective operations in accordance with Federal and State regulations and Board Policy. <b>Staff Responsible for Monitoring:</b> Executive Director of Finance  Director of Purchasing	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide training to campus staff regarding appropriate money handling procedures <b>Strategy's Expected Result/Impact:</b> Decrease in issues associated with improper money handling at the campus level <b>Staff Responsible for Monitoring:</b> Chief Financial Officer  Executive Director of Finance	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 RISD services  
Strategic Action Plans: F1.1-F1.5& F2.1-F2.4 & F3.1-F 3.2





**Evaluation Data Sources:** Revenue generated from federal, state and competitive grant programs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor 2023 Texas legislative activity for new grant funding opportunities.  <b>Strategy's Expected Result/Impact:</b> Increase number of grant matches identified for RISD (Baseline)  <b>Staff Responsible for Monitoring:</b> Chief Financial Officer                       Executive Director of Federal Programs and Grants</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Apply for all federal, state, local and competitive grants that meet the unique needs of RISD and help contribute to RISD's mission and vision  <b>Strategy's Expected Result/Impact:</b> Increase number of grant applications (Baseline)                       Increase number of grants received (Baseline)                       Impact of grants (as measured by grant agreements)  <b>Staff Responsible for Monitoring:</b> Chief Financial Officer                       Executive Director of Federal Programs and Grants</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create exit strategy for grants that have known end dates to avoid increased cost burden on the General Fund (i.e. ESSER)  <b>Strategy's Expected Result/Impact:</b> No increase in expenditures due to termination of grant(s)  <b>Staff Responsible for Monitoring:</b> Chief Financial Officer                       Executive Director of Programs and Grants</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 5:** We will actively pursue creative funding sources and responsibly manage current resources to support our mission

**Performance Objective 3:** Manage bond issuances from 2021 voted authorization to maintain I&S tax rate of \$0.35 and maximize capacity for 2026 bond election at \$0.35

**Evaluation Data Sources:** Debt capacity and I&S tax rate





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Evaluate outstanding debt for call/refunding/defeasance opportunities. <b>Strategy's Expected Result/Impact:</b> Reduction in scheduled principal and interest payments <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Bond issuances from 2021 authorization will be structured to maximize capacity for 2026 bond election at \$0.35 <b>Strategy's Expected Result/Impact:</b> Ability to complete middle school transformation in 2026 bond election <b>Staff Responsible for Monitoring:</b> Chief Financial Officer	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 5:** We will actively pursue creative funding sources and responsibly manage current resources to support our mission

**Performance Objective 4:** Leverage ESSER funds to support the district's mission, vision and identified Board Goals

**HB3 Goal**

**Evaluation Data Sources:** Meet 21-22 goal progress measures

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Balance use of ESSER funding to support allowable General Fund Supplanting and remediation of COVID learning loss.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance.</p> <p>Minimize reduction in General Fund balance to the extent possible.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</p> <p>Assistant Superintendent of Teaching and Learning</p> <p>Chief Financial Officer</p> <p>Executive Director of Federal Programs and Grants</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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

Strategic Action Plans: I3.1-I3.4

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train all staff and inform all vendors to avoid propping open as tracked via campus door monitoring system to maintain campus safety and mitigate entrance or intrusion of unauthorized persons.</p> <p><b>Strategy's Expected Result/Impact:</b> Completion of yearly review</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Operations</p> <p>Executive Director of Safety and Security</p> <p>Campus Administrators</p> <p>Facilities Services</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Engage third party consultant to perform comprehensive safety audits that include collaboration with , DPD, RPD and GPD.</p> <p>Develop, implement, and report recommendations for improvement based on audit results during the 2022-2023 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Annual audits and recommendations</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Operations</p> <p>Director of Safety and Security</p> <p>Campus Administrators</p> <p>Executive Directors</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure a high level of facilities management and provide consistency in all learning environments</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain an approval rating of 95% or higher on staff and student climate surveys regarding a quality learning environment</p> <p>Reduction in KPI's such as 'Number of Days Outstanding' work orders and 'Repeat' work orders submitted through the TMA system</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Operations</p> <p>Chief Executive Director of Operations</p> <p>Executive Director of Facility Services</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Ensure a high level of safe and dependable student transportation.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain an approval rating of 95% or higher on staff and student climate surveys</p> <p>Improve communication and decrease the number of student, parent and staff complaints related to untimely communication or misinformation in regards to route details and schedules</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Operations</p> <p>Chief Executive Director of Operations</p> <p>Executive Director of Transportation</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to reinforce "I Know What to Do Day" (LiveWiseLiveHealthy)</p> <p><b>Strategy's Expected Result/Impact:</b> Feedback from staff, students and parents</p> <p>Positive increase on staff, student and parent survey (5%)</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Operations</p> <p>Assistant Superintendent of Administrative Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Effectively plan and deliver facility/campus improvements identified within the 2021 Bond Program</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure consistent communication with district internal and external stakeholders by verifying bond details and identified improvements align with stakeholder expectations</p> <p>Ensure projects are completed on-time and within the allocated budgets</p> <p>Effectively implement new Project Management Software to improve oversight and accountability for Bond 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Operations</p> <p>Chief Executive Director of Operations</p> <p>Executive Director of Facility Services</p> <p><b>Funding Sources:</b> None - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Continue to monitor communicable disease positivity rates.</p> <p><b>Strategy's Expected Result/Impact:</b> Communicate and adjust safety protocols to correlate with federal and local health guidelines.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administrative Services Executive Director of Health Services</p> <p><b>Equity Plan</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide training on employee safety and food safety annually. This will be followed up with campus visits to ensure procedures are being followed.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of employee worker's comp injuries will decrease. HACCP documentation will be completed daily.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Executive Director, Operations Executive Director of Child Nutrition</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 6:** We will ensure that our facilities and infrastructure adapt to support our mission

**Performance Objective 2:** Ensure all business, human resources and student information systems meet the needs of students, staff and parents





**Evaluation Data Sources:** Expect a 95% positive response on district climate survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement new system upgrades including design/configuration plan, communication plan and training plan</p> <p><b>Strategy's Expected Result/Impact:</b> Project Plan roadmap completion reports</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents of Human Resources</p> <p>Chief Financial Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training and system of support for new system end users</p> <p><b>Strategy's Expected Result/Impact:</b> Support plan</p> <p>Training documentation</p> <p>Training and support satisfaction rates</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents of Human Resources</p> <p>Chief Financial Officer</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 6:** We will ensure that our facilities and infrastructure adapt to support our mission

**Performance Objective 3:** Provide a secure and visible environment for data

**Evaluation Data Sources:** Expect a 95% or better positive response on Brightbytes survey (Belief-Advanced)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor the district's data security posture to ensure all staff and student data remain private</p> <p><b>Strategy's Expected Result/Impact:</b> Continue to maintain zero data breaches through out the year</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p> <p>Executive Director of Network Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Regularly communicate to all stakeholders the security measures in place to ensure all staff and student data remain private</p> <p><b>Strategy's Expected Result/Impact:</b> Communication plan</p> <p>Increase number of hits on website</p> <p>Increase number of parents attending parent information/awareness events</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p> <p>Executive Director of Network Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Monitor system logs for all critical server and network systems.</p> <p><b>Strategy's Expected Result/Impact:</b> Quick notification to district personnel responsible for the system.</p> <p>Mitigation of cyber threats.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Technology Officer</p> <p>Executive Director Network Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**BOARD OF TRUSTEES**  
**Richardson Independent School District**  
**Richardson, Texas**

**Date:** September 29, 2022  
**Department:** School Leadership  
**Submitted by:** Tabitha Branum, Superintendent

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## **INFORMATION ITEM**

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**TOPIC: 2022-2023 District Improvement Plan (DIP), Campus Improvement Plans (CIPs) and House Bill 3 Board Goals**

**BACKGROUND INFORMATION:**

**District Improvement Plan:**

Section 11.251 of the Texas Education Code requires the Board of Trustees to ensure that a District Improvement Plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The statute requires the Board to approve District and Campus performance objectives annually and to ensure that District and Campus plans are:

- Mutually supportive to accomplish the identified objectives; and
- At a minimum, support the state goals and objectives set out under Chapter Four of the Educational Code (public education mission, objectives, and goals).

The Administration reviewed and evaluated the 2021 - 2022 District Improvement Plan and the results of the Plan were reviewed with the Board in June 2022. The feedback from the 2021 – 2022 Plan was considered in developing the 2022 - 2023 District Improvement Plan. The Goals, Performance Objectives and Strategies were developed to meet the Vision of the RISD and ensure the highest level of district performance in all areas. This year's District Improvement Plan aligns with the strategies outlined in the District Strategic Plan. District stakeholders, including RISD Principals, Curriculum Directors, Instructional Leadership Team members, and District Planning Committee members, assisted in development of the 2022 – 2023 District Improvement Plan by providing input regarding proposed objectives and actions. The District Planning Committee met on September 9<sup>th</sup>, 2022 to review the draft DIP and provide input on the proposed plan. The leadership team will share this feedback with you at tonight's Board meeting.

**Campus Improvement Plan:**

Section 11.253 of the Texas Education Code requires the district to maintain policies and practices to ensure that effective planning and site-based decision making occur at each campus and which support the improvement of student performance for all students. During the Connects Conference every year, campus principals thoroughly analyze campus data to identify strengths and needs for their campus. Each campus operates a site-based committee to assist the principal in campus-level planning and decision making. Each year, the campus principal, with the assistance of the site-based decision-making team (SBDM), which includes staff, parents, and community, establishes academic and other performance objectives for the purpose of improving student achievement. The Board of Trustees must approve the performance objectives from the Campus Improvement Plans on an annual basis.

House Bill 3 (HB 3) amends Texas Education Code (TEC) to add Sec. 11.185 and 11.186 to include plans that target early childhood (EC) literacy and math proficiency and college, career, and military readiness (CCMR).

**Board Goals:**

Under HB 3, school boards are required to adopt plans in early childhood literacy and math, as well as college, career, and military readiness. All plans are required to include:

- At least one assigned district-level administrator or employee of the regional education service center for the district's region to coordinate implementation and submit annual report to the board on the district's progress;
- An annual review by the board at a public meeting;
- An annual report posted on district and campus websites
- Specific, quantifiable, annual goals for five years at each campus

College, Career and Military Readiness plans are required to include:

- Annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain
- Annual targets for students in each group evaluated under closing the gaps domain

**Specific & Quantifiable Goals**

- To meet the requirement of specific and quantifiable, each board outcome goal needs to contain a baseline (current state), a target (future state), a population (which students will be impacted), and a deadline (month and year by when the current state will equal the future state). Annual targets must be included for each goal in addition to the five-year deadline target. It is recommended that school boards adopt progress measures to create alignment between district outcome goals and the board-adopted plans.

Tonight, our Accountability and Continuous Improvement Team will share the draft of the proposed 2022-2027 Board Goals. These Goals use the RISD 2022 Student Performance and Accountability data as our new baseline for projecting the 5-year goal trajectory.

**BOARD OF TRUSTEES Richardson  
Independent School District  
Richardson, Texas**

**Date:** September 29, 2022

**Department:** District Operations

**Submitted by:** Sandra Hayes, Assistant Superintendent

## **INFORMATION ITEM**

**TOPIC:** Bond 2021-Impacts of Construction Cost Inflation

**INFORMATION:**

Construction costs have been on an upward trajectory over the last 24 to 36 months. Several recent construction and mechanical upgrade projects have come in over budget without additional design or added scope. Upon approval of these projects by our Board of Trustees, Facility Services was tasked with recommending project cuts within Bond 2021 to cover the inflation. Tonight, we are bringing these recommendations and rationale for the Board's information.

**SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent presents the information concerning the status of facility projects for your information and review.



## Our Mission

The mission of Richardson Independent School District is to ensure that ALL students connect, learn, grow and succeed.

**2021 Bond Program – Impacts of Construction Cost Inflation**



# Agenda

- WHAT WE HAVE ACCOMPLISHED
- OPTIONS FOR IDENTIFIED BUDGET REDUCTIONS FROM THE 2021 BOND PROGRAM
- CONSTRUCTION PROJECT COST/BUDGET COMPARISONS
- SUMMARY OF IDENTIFIED BUDGET REDUCTIONS
- BRIEF PAUSE FOR QUESTIONS
- IMPACTS OF CONSTRUCTION COST INFLATION ON OTHER AREA SCHOOL DISTRICTS
- CLOSING/QUESTIONS



# What We Have Accomplished

<b>Description</b>	<b>Expended/Committed 8/24/2022</b>
Transportation	\$6,285,693
Furniture, Office Equipment, Copier	\$6,617,173
Instructional Technology	\$19,070,604
Enterprise Technology	\$24,638,472
Instructional	\$28,988,103
Facilities – Minor Renovation	\$44,100,911
Subtotal	\$129,700,956
Construction – New/Major Renovation	\$225,929,509
Total	\$355,630,465



# Options for Identified Budget Reductions

## RISD FACILITIES SYSTEM UPGRADES – 2021 BOND PROGRAM

Description	Current Budget Amounts	Identified Budget Reductions	If Approved, Remaining Budget Amounts
Roofing Upgrades	\$40,034,598	\$28,658,548	\$11,376,050
Mechanical/Controls (EMS) Planned Upgrades	\$34,948,695	\$22,298,695	\$12,650,000
Mechanical Unplanned Upgrades (Cycles)	\$5,760,716	\$500,000	\$5,260,716
Plumbing Planned Upgrades	\$3,196,260	\$11,700	\$3,184,560



# Options for Identified Budget Reductions

## RISD FACILITIES SYSTEM UPGRADES – 2021 BOND PROGRAM

<b>Description</b>	<b>Current Budget Amounts</b>	<b>Identified Budget Reductions</b>	<b>If Approved, Remaining Budget Amounts</b>
Doors/Hardware Upgrades	\$19,468,678	\$17,253,813	\$2,214,865
Interior Finishes Upgrades	\$11,939,428	\$850,000	\$11,089,428
Exterior Improvements	\$2,893,101	\$1,465,532	\$1,427,569



# Options for Identified Budget Reductions

## RISD CONSTRUCTION PROJECTS – 2021 BOND PROGRAM

Description	Current Budget Amounts	Identified Budget Reductions	If Approved, Remaining Budget Amounts
Hamilton Park Construction	\$10,000,000	\$2,332,422	\$7,667,578
Northrich Construction	\$10,000,000	\$2,829,281	\$7,170,719
Stults Road Construction	\$10,000,000	\$4,329,594	\$5,670,406



# Construction Project Cost/Budget Comparison

## RISD Construction Project Cost/Budget Comparison

Project/Campus	Original Construction Budget	Revised Construction Budget (Approved GMP)	Original ('All-in') Budget	Revised ('All-in') Budget	(Over)/Under ('All-in') Budget
JJ Pearce HS	\$90,000,000	\$122,326,627	\$103,767,155	\$140,000,000	(\$36,232,845)
LHMS	\$60,000,000	\$81,167,525	\$70,387,675	\$94,000,000	(\$23,612,325)
FMMS	\$35,500,000	\$49,978,657	\$42,445,040	\$60,000,000	(\$17,554,960)
<b>TOTALS</b>	\$185,500,000	\$253,472,809	\$216,599,870	\$294,000,000	(\$77,400,130)



# Summary of Identified Budget Reductions

## SUMMARY: IDENTIFIED BUDGET REDUCTIONS – 2021 BOND PROGRAM

**Description**

**Budget Amounts**

Total Identified Budget Reductions

\$80,529,585

Construction Cost Inflation (FMMS, LHMS, and PHS)

\$77,400,130

Over/(Under) Targeted Budget Reductions

\$3,129,455



# Brief Pause for Questions

QUESTIONS?



## Impacts of Construction Cost Inflation on Other Area School Districts

The following school district bond elections, held in May 2022, included funds to specifically address project cost inflation on prior bond election projects:

- Eagle Mountain-Saginaw ISD – amount not specified
- Sabinal ISD – entire bond amount of \$4.5 million



# Closing/Questions



## Our Mission

The mission of Richardson Independent School District is to ensure that ALL students connect, learn, grow and succeed.

THANK YOU!

**BOARD OF TRUSTEES Richardson  
Independent School District  
Richardson, Texas**

**Date:** September 29, 2022

**Department:** District Operations

**Submitted by:** Sandra Hayes, Assistant Superintendent

## **INFORMATION ITEM**

**TOPIC:** Safety and Security Update

### **BACKGROUND INFORMATION:**

The safety and security of students and staff is of paramount importance. Richardson ISD works with the Texas School Safety Center to make sure the district is in compliance with all safety and security initiatives. In an effort to keep schools protected in the wake of the Uvalde School Massacre a new mandate coming from our Governors Office requires districts to report out any time an unannounced intruder audit is carried out in our district. Over the past two weeks, two of our secondary campuses, Liberty and West, received unannounced audits and both received no findings.

### **SUPERINTENDENT'S RECOMMENDATION:**

The Superintendent presents the Safety and Security Update for the Board's information.