Birdville Independent School District

Richland Middle School

2026-2027 Initial Plan

Accountability Rating: C

Distinction Designation
Academic Achievement in Science

Mission Statement

Our campus is committed to the intentional design of engaging, standards-aligned learning experiences that challenge every student at an accessible yet demanding level. It promotes productive struggle and deeper thinking by requiring students to apply their learning through meaningful communication, practice, analysis, and application.

Vision

Stepping Forward with Intention.

Every Action Creating Impact.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The number of renters as opposed to homeowners in our Richland Middle School attendance zone accounts for much of our mobility. Many of the students have gaps in their schooling associated with moving and it is difficult to assess quickly the academic capabilities of these students.

In addition to the mobility rate, we have a large population of Economically Disadvantaged and at Risk students who come to us with educational gaps. Approximately 31% of the students on campus are designated Special Education and/or 504. Over 30% limited English proficient students. With the increase in our limited English proficient students Richland Middle School will utilize resources to prepare and accommodate students to ensure we are providing the best education for them, both socially and academically.

Student Population 2026

- Grade 6: 216
- Grade 7: 243
- Grade 8: 197

Ethnic Distribution

- African American: 15%
- Hispanic: 55%
- White: 19%
- American Indian: <1%
- Asian: 1%
- Pacific Islander: 1%
- Two or more races: 7%

Economically Disadvantaged: 74%

Demographics Strengths

With a large population of Hispanic students, RMS is prioritizing the use of classroom strategies to support the learning of the Emergent Bilingual students. This will be an ongoing process to work with the RMS core teachers to provide training and support. We will be strategic in utilizing PLC (Professional Learning Communities) time to provide continued learning in SIOP strategies for staff at RMS. The district has provided support in personnel to meet these needs. We recognize that our growing linguistic diversity is one of RMS's greatest strengths, enriching our campus culture and providing opportunities for all students to develop empathy, global awareness, and collaborative skills. Embracing and supporting this diversity is essential to our mission of academic excellence and inclusivity.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): RMS has a diverse population of students with a variety of academic gaps. The RMS STAAR performance measures have been below the targets in various subpopulations.
Root Cause: RMS has had a significant teacher turnover rate in core content areas. This has led to gaps in implementation of Tier 1 Priorities, Emergent Bilingual Strategies, and best practices.

Student Learning

Student Learning Summary

Richland Middle School showed some gains in several areas in 2026.

STAAR Math Meets Grade Level (2025):

- 6th Grade Actual - 31%; Target - 43%
- 7th Grade Actual - 24%; Target - 43%
- 8th grade Actual 35%; Target - 43%
- Algebra Actual - 78%; Target - 43%
-

STAAR RLA Meets Grade Level (2025):

- 6th grade Actual - 43%; Target - 54%
- 7th grade Actual - 45%; Target - 54%
- 8th grade Actual - 46%; Target - 54%

RMS met the RLA Performance Measure goal for 2025 in the following areas:

2 or more races- 56%; Target 53%

Continuously Enrolled 53%; Target 50%

RMS did not meet the RLA Performance Measure goal for 2025 in the following areas:

All Students- 48%; Target 54%

African American 42%; Target 46%

Hispanic 45%; Target 48%

White- 58%; Target 60%

Asian- 69%; Target 90%

Pacific Islander 44%; Target 58%

Emergent Bilingual- 41%; Target 42%

Economically Disadvantaged 44%; Target 50%

SpEd- 30%; Target 41%

In STAAR Math, RMS met the Performance Measure Goals.

Asian- Actual 85%; Target 77%

Pacific Islander- 44%; Target 42%

SpEd- 55%; Target 32%

In STAAR Math, RMS did not meet the Performance Measure Goals.

African American was 4% below the target.

Hispanic 5% below target.

White 5% below Target

Emergent Bilingual 3% below target.

Economically Disadvantaged 3% below target.

Student Learning Strengths

RMS is experiencing gains throughout various subjects. Reading, Math, and Science all showed improvements.

On the 2026 STAAR test, the percentages of students Approaching, Meeting, and Mastering grade levels all increased for 6th, 7th, and 8th grade reading. Also, in Reading, the SpEd students increased from 38% approaches to 50% approaches. Additionally, the 8th grade Science test had an overall improvement of 20% masters to 31% masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math and Reading are still slightly below the target for Meets Grade Level for Emergent Bilingual students. Math was 3% below the target and Reading scored 1% below the target.
Root Cause: Our EB population accounts for approximately 30% of our population and our teachers are still not proficient, or have not been exposed to sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.

Problem Statement 2 (Prioritized): There are still several areas below a targeted Meets Rate in our total scholar population. This is an ongoing concern that will be measured in the 2027 school year.
Root Cause: A lack of consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.

Problem Statement 3 (Prioritized): RMS has a diverse population of students with a variety of academic gaps. The RMS STAAR performance measures have been below the targets in various subpopulations.
Root Cause: RMS has had a significant teacher turnover rate in core content areas. This has led to gaps in implementation of Tier 1 Priorities, Emergent Bilingual Strategies, and best practices.

Problem Statement 4 (Prioritized): The implementation of campus and district priorities has not been consistent across the staff at RMS, resulting in varying levels of follow-through, expectations, and implementation across classrooms.
Root Cause: Significant staff turnover has contributed to inconsistencies in understanding, implementing, and sustaining campus expectations and systems. Additionally, feedback and accountability structures have not always been consistent or systematic, resulting in varying levels of follow-through and expectations across classrooms.

School Processes & Programs

School Processes & Programs Summary

RMS has implemented a House System where students earn points by demonstrating leadership qualities and positive choices. Incentives are awarded every three weeks to all students in the winning house, with larger rewards given at the end of each nine-week period. To maintain engagement and healthy competition, point totals reset at the beginning of each new nine weeks. We have also developed a prize cart to award individual students for other leadership qualities such as academic growth, teacher recognition, and avoiding academic detentions.

The RMS committee system is implemented to ensure that leadership roles are taken across the board. Teachers have the opportunity to sign up to help with committees and our monthly RMS community events.

We have also developed a system for academic accountability for our students. Our No Zero Zone process has added a layer of intentionality to checking in on student progress academically. Students are not only held accountable for monitoring their test data with their AVID data folders, but also for their grades in class. Our goal is to capture students who have zeroes in classes in which they are also in danger of failing with a 75 or below. These students report to the cafeteria once a week for an academic detention, with the purpose of correcting those assignments, and the hopes that they will continue to monitor their own progress.

The admin team at RMS have a weekly schedule of Calibration Walks to visit classrooms, identify trends and needs across the campus, and provide feedback to teachers. This year, we are also including the core content department chairs in calibration walks to also help develop each teacher in their departments.

School Processes & Programs Strengths

The teachers are committed to the House System evolving into a true success story. The House Committee meets monthly to plan upcoming house activities for our students. These activities involve team building, school spirit, pep rallies, and incentives for house points. Students demonstrate motivation to earn house points and are prideful in winning incentives. RMS will be working with local businesses to try and secure support to help with this initiative and provide additional school resources.

Our commitment to community engagement is exemplified by the requirement for teachers to assist with one of our monthly RMS community events. This involvement not only strengthens the bond between the school and the community but also provides teachers with a platform to showcase their talents and connect with students and parents outside the traditional classroom setting. Through these events, we aim to create a vibrant and inclusive school culture that values collaboration and community spirit.

A key strength of the No Zero Zone process is that it promotes student ownership of learning by placing the responsibility for monitoring grades and academic progress directly on the students. Rather than relying on teachers for last-minute corrections, students are held accountable for identifying and addressing missing assignments in a timely manner. This not only reduces the workload for teachers but also fosters accountability and independence among students. The system provides an intentional safety net for those at risk of failing, while encouraging them to take initiative in correcting their work. Ultimately, the No Zero Zone helps students build long-term habits of self-monitoring, responsibility, and academic perseverance.

Something new this school year is the incorporation of an added PBIS strategy called 'Rams for Others'. Students can earn cards based on the demonstration of 5 key values: Respect, Responsibility, Relationships, Reaching out and Role Modeling. Admin and teaching staff can nominate a student for showing one or all of these values. The card will allow students to earn certain incentives throughout the school year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As RMS has worked to implement a successful Positive Behavior Intervention System (PBIS) there is still a need on the campus for all students to have a sense of belonging and wellbeing.
Root Cause: Because the RMS House system has not always been implemented consistently, students have struggled to develop buy-in toward working collaboratively for the success of the whole.

Problem Statement 2 (Prioritized): The implementation of campus and district priorities has not been consistent across the staff at RMS, resulting in varying levels of follow-through, expectations, and implementation across classrooms.
Root Cause: Significant staff turnover has contributed to inconsistencies in understanding, implementing, and sustaining campus expectations and systems. Additionally, feedback and accountability structures have not always been consistent or systematic, resulting in varying levels of follow-through and expectations across classrooms.

Perceptions

Perceptions Summary

Over the past three years, Richland Middle School's safety survey data reflects an overall positive perception of campus safety among students, staff, and parents. Staff perceptions remain especially strong and consistent, with high confidence in campus safety procedures, supervision, and emergency protocols. Student perceptions of safety and respect have improved substantially over the three-year period, although some indicators showed slight declines in 2025–26. Areas for continued growth include students' awareness of prevention programs, visible supervision and security practices, and ensuring every student can identify a trusted adult on campus. Staff data also identifies opportunities to refresh training in conflict resolution, problem solving, verbal-threat response, and threat assessment. Moving forward, the campus will focus on strengthening relationships, increasing the visibility and understanding of safety and prevention systems, and maintaining consistent implementation of campus security practices.

Perceptions Strengths

Richland Middle School's strongest asset is the consistency of a safe, supportive, and well-structured campus environment. Staff confidence in campus safety remains particularly strong, reflecting trust in supervision, emergency procedures, and established security practices. Just as importantly, student perceptions have shown meaningful improvement over the three-year period, suggesting that our efforts to create a culture where students feel safe, respected, and supported are having an impact. Parents also generally view the campus positively, reinforcing that the sense of safety experienced inside the building is being communicated beyond our walls. Another notable strength is the foundation of positive adult-student relationships, with students largely indicating that trusted adults are available when support is needed. Collectively, the data paints a picture of a campus with strong systems and relationships already in place, giving us a solid foundation from which to refine our practices rather than having to rebuild them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While staff at Richland Middle School report strong safety practices and preparedness, fewer than two-thirds of students view the campus as safe and orderly, and less than half strongly agree that respect is consistently emphasized. This gap suggests a disconnect between staff confidence in systems and student perceptions of daily campus climate.
Root Cause: While safety protocols are strong and consistent, opportunities remain to strengthen students' daily experiences of respect, relationships, and communication so that the campus climate feels as positive and supportive as the systems in place.

Priority Problem Statements

Problem Statement 1: There are still several areas below a targeted Meets Rate in our total scholar population. This is an ongoing concern that will be measured in the 2027 school year.

Root Cause 1: A lack of consistent implementation of data-driven instruction has resulted in missed opportunities for these students to achieve their full potential.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: RMS has a diverse population of students with a variety of academic gaps. The RMS STAAR performance measures have been below the targets in various subpopulations.

Root Cause 2: RMS has had a significant teacher turnover rate in core content areas. This has led to gaps in implementation of Tier 1 Priorities, Emergent Bilingual Strategies, and best practices.

Problem Statement 2 Areas: Demographics - Student Achievement - Demographics - Student Learning

Problem Statement 3: Math and Reading are still slightly below the target for Meets Grade Level for Emergent Bilingual students. Math was 3% below the target and Reading scored 1% below the target.

Root Cause 3: Our EB population accounts for approximately 30% of our population and our teachers are still not proficient, or have not been exposed to sheltered instruction strategies and many of the teachers have only had partial training in sheltered instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As RMS has worked to implement a successful Positive Behavior Intervention System (PBIS) there is still a need on the campus for all students to have a sense of belonging and wellbeing.

Root Cause 4: Because the RMS House system has not always been implemented consistently, students have struggled to develop buy-in toward working collaboratively for the success of the whole.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: While staff at Richland Middle School report strong safety practices and preparedness, fewer than two-thirds of students view the campus as safe and orderly, and less than half strongly agree that respect is consistently emphasized. This gap suggests a disconnect between staff confidence in systems and student perceptions of daily campus climate.

Root Cause 5: While safety protocols are strong and consistent, opportunities remain to strengthen students' daily experiences of respect, relationships, and communication so that the campus climate feels as positive and supportive as the systems in place.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The implementation of campus and district priorities has not been consistent across the staff at RMS, resulting in varying levels of follow-through, expectations, and implementation across classrooms.

Root Cause 6: Significant staff turnover has contributed to inconsistencies in understanding, implementing, and sustaining campus expectations and systems. Additionally, feedback

and accountability structures have not always been consistent or systematic, resulting in varying levels of follow-through and expectations across classrooms.

Problem Statement 6 Areas: Student Achievement - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: Increase student academic growth in reading and mathematics through consistently high-quality Tier 1 instruction, resulting in increased student achievement and growth as measured by district assessments, STAAR, STAR Renaissance, and other campus progress monitoring measures.

High Priority

HB3 Goal

Evaluation Data Sources: District Common Assessments for EOC tested subjects, Renaissance STAR Assessments (grades 6-8 mathematics and grades 6-8 reading) and STAAR assessments and benchmarks.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details
Strategy 1: Implement a campus-wide instructional framework that emphasizes clear learning targets, rigorous grade-level instruction, evidence-based instructional practices, and consistent formative assessment to improve student achievement across all content areas. **Actions:** 1. Campus administration and instructional facilitators will introduce, model, and reinforce the Richland Middle School Instructional Framework through beginning-of-year professional learning, weekly PLCs, instructional coaching, and collaborative planning. 2. Campus administration, instructional facilitators, and department chairs will monitor implementation of the framework through weekly walkthroughs, calibration observations, instructional feedback, and analysis of classroom evidence to ensure consistent instructional expectations are implemented across the campus. **Staff Responsible for Monitoring:** Core Content Teachers Instructional Facilitators Department Chairs RLA secondary content coordinator Math secondary content coordinator District PAR Administration **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details

Strategy 2: Establish consistent formative assessment and progress-monitoring practices that allow teachers and students to monitor learning, identify misconceptions, and make timely instructional adjustments.

Actions: 1. Teachers will implement common formative assessments, checks for understanding, and student progress-monitoring practices during each instructional unit to monitor mastery of priority TEKS. Teachers will begin to learn the process of academic monitoring as a way to identify specific instructional goals.

2. PLC teams will analyze assessment data during scheduled coaching meetings, PLC sessions, and collaborative team meetings. Teachers will identify instructional trends and develop responsive instructional plans using the campus PDSA process.

3. Instructional Facilitators and Administrators will have weekly data and feedback meetings with teachers.

Staff Responsible for Monitoring: All Core teachers
Department Chairs
Instructional Facilitators
Administration

Title I:
2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Strategy 3 Details

Strategy 3: Provide ongoing professional learning, instructional coaching, and collaborative planning opportunities that strengthen teacher capacity and improve instructional effectiveness.

Actions: 1. Instructional facilitators will facilitate weekly PLC learning sessions and individualized coaching cycles focused on campus instructional priorities, student engagement, differentiation, and effective instructional practices.

2. Campus leadership will utilize classroom observations, teacher reflections, and coaching conversations to identify professional learning needs and provide differentiated support throughout the school year.

3. Administration, instructional facilitators, and department chairs will facilitate the PLC+ process to improve instructional effectiveness.

Staff Responsible for Monitoring: Instructional Facilitators
Administration
Department Chairs

Title I:
2.52
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 4 Details

Strategy 4: Utilize collaborative classroom observations, instructional feedback, and continuous improvement processes to strengthen instructional consistency and improve student learning outcomes.

Actions: 1. Campus leadership will conduct regular instructional walkthroughs and calibration observations using established instructional look-fors aligned to T-TESS 2 indicators to provide timely, actionable feedback to teachers.

2. Leadership teams will review walkthrough trends, student achievement data, and implementation evidence during weekly leadership meetings to determine coaching priorities and adjust campus professional learning plans.

3. Based on T-TESS 2 indicators and PLC+ learning, administration schedules focused bi-weekly classroom observations with each department chair. This allows department chairs to collect real-time data and evidence on teacher and team progress toward performance goals.

Staff Responsible for Monitoring: Administration
Instructional Facilitators
Department Chairs

Title I:
2.52
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Close achievement gaps for identified groups of students, including White students, Continuously Enrolled students, Emergent Bilingual students, and Hispanic student groups by providing equitable access to rigorous instruction, targeted intervention, and intentional progress monitoring.

By the end of the 2026-27 school year, reduce achievement gaps among identified underperforming student groups (Asian, Hispanic, Continuously Enrolled) by increasing the percentage of students meeting grade-level or course-level standards on state and district assessments compared to 2025-26 performance.

a) Monitor and verify that all identified student groups are meeting performance measure targets in reading and mathematics, as measured by district-approved assessment tools.

b) Ensure campuses with underperforming student groups develop a local targeted improvement plan and participate in quarterly, data-driven progress monitoring meetings to ameliorate learning gaps.

High Priority

HB3 Goal

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
BOY, MOY, EOY	Renaissance Screener testing	RLA White - 62% meets Continuously Enrolled - 57% meets Emergent Bilingual - 45% meets Hispanic - 49% meets MATH White - 40% meets Continuously Enrolled - 46% meets Emergent Bilingual - 37% meets Hispanic - 40% meets	
Following DCAs	DCA Data	RLA White - 62% meets Continuously Enrolled - 57% meets Emergent Bilingual - 45% meets Hispanic - 49% meets MATH White - 40% meets Continuously Enrolled - 46% meets Emergent Bilingual - 37% meets Hispanic - 40% meets	
Fall, Spring	STAAR Benchmark Assessment	RLA White - 62% meets Continuously Enrolled - 57% meets Emergent Bilingual - 45% meets Hispanic - 49% meets MATH White - 40% meets Continuously Enrolled - 46% meets Emergent Bilingual - 37% meets Hispanic - 40% meets	
Spring 2026	Spring 2026 STAAR Performance	RLA White - 62% meets Continuously Enrolled - 57% meets Emergent Bilingual - 45% meets Hispanic - 49% meets MATH White - 40% meets Continuously Enrolled - 46% meets Emergent Bilingual - 37% meets Hispanic - 40% meets	

Evaluation Data Sources: STAAR testing, Renaissance Screener testing, ongoing DCA data, ongoing formative data

Strategy 1 Details

Strategy 1: Strengthen differentiated Tier 1 instruction through intentional planning and identified best practices that respond to the learning needs of all students, with targeted planning for identified student groups and access to grade-level learning.

Actions: 1. Teachers and PLCs will use formative, summative, and student-level assessment data to identify specific standards, skills, and student groups contributing to achievement gaps and use this information to strengthen lesson planning, anticipate misconceptions, plan differentiated instruction and flexible grouping, and identify appropriate scaffolds, accommodations, and checks for understanding while maintaining grade-level rigor.

2. Campus administrators and instructional support staff will monitor the implementation and effectiveness of differentiated Tier 1 instruction through PLC participation, collaborative lesson internalization and rehearsal, review of common formative assessments and student work, coaching conversations, and scheduled and unscheduled classroom observations. Feedback and support will focus on the alignment between identified student needs, instructional planning, classroom implementation, and student outcomes.

3. Campuses will protect collaborative planning and PLC+ time and prioritize coaching, instructional support, and other resources for grade levels, content areas, and identified student groups demonstrating the greatest need based on ongoing assessment and progress-monitoring data.

Staff Responsible for Monitoring: Administrators
Instructional Facilitators
Department Chairs
Teachers

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers and PLCs will use formative, summative, and student-level assessment data to identify specific standards, skills, and student groups contributing to achievement gaps and use this information to strengthen lesson planning, anticipate misconceptions, plan differentiated instruction and flexible grouping, and identify appropriate scaffolds, accommodations, and checks for understanding while maintaining grade-level rigor.	Administrators Instructional Facilitators Department Chairs Teachers	Quarterly	
2	Campus administrators and instructional support staff will monitor the implementation and effectiveness of differentiated Tier 1 instruction through PLC participation, collaborative lesson internalization and rehearsal, review of common formative assessments and student work, coaching conversations, and scheduled and unscheduled classroom observations. Feedback and support will focus on the alignment between identified student needs, instructional planning, classroom implementation, and student outcomes.	Administrators Instructional Facilitators Department Chairs Teachers	Quarterly	
3	Campuses will protect collaborative planning and PLC+ time and prioritize coaching, instructional support, and other resources for grade levels, content areas, and identified student groups demonstrating the greatest need based on ongoing assessment and progress-monitoring data.	Administrators Instructional Facilitators Department Chairs Teachers	Quarterly	

Title I:
2.51, 2.52
- TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- Targeted Support Strategy

Strategy 2 Details

Strategy 2: Implement research-based instructional practices that accelerate language development and academic achievement for Emergent Bilingual students across all content areas.

Actions: 1. Teachers will consistently implement language objectives, structured academic discourse, vocabulary development, and sheltered instructional practices to increase language acquisition and content mastery.

2. Instructional facilitators and campus leadership will provide professional learning, instructional coaching, and implementation feedback to ensure consistent use of high-quality language supports.

Staff Responsible for Monitoring: Core content teachers
Administration
Instructional Facilitators
District Support Personnel

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- Targeted Support Strategy

Strategy 3 Details

Strategy 3: Utilize collaborative PLC processes to analyze subgroup performance data, identify instructional priorities, and develop responsive intervention plans that accelerate student achievement.

Actions: 1. PLC teams will review subgroup performance following common formative assessments, district benchmarks, and progress-monitoring cycles to identify trends and instructional priorities.

2. In addition, each core content teacher will meet with the Instructional Facilitator weekly to analyze data, identify trends, and develop responsive plans based on the data.

Staff Responsible for Monitoring: Core content teachers
Administration
Instructional Facilitators

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building
- Targeted Support Strategy

Strategy 4 Details

Strategy 4: Provide targeted, skills-based interventions, tutorial opportunities, and enrichment experiences based on identified student needs to ensure all students receive the instructional support necessary for academic success.

Actions: 1. Teachers and instructional facilitators will use multiple sources of academic data to identify students requiring intervention, tutorials, or enrichment and provide timely, targeted, skills-based support aligned to grade-level TEKS and connected to Tier 1 instruction. Campuses will maintain documentation of student participation, identified skill needs, and progress.

2. Campus administrators and instructional facilitators will implement a consistent short-cycle data review process in which teachers and campus leaders examine formative and progress-monitoring data, determine whether students and identified student groups are meeting expected growth targets, and make documented adjustments to interventions, tutorials, enrichment, and classroom instruction when students are not progressing as expected.

3. Campus leadership will monitor the implementation and effectiveness of intervention and tutorial supports, including additional early-morning tutorial opportunities, by reviewing participation, student growth, and assessment results each grading period. District leaders will review campus progress and the effectiveness of student supports during established progress-monitoring checkpoints.

Staff Responsible for Monitoring: Teachers
Campus Administration
Instructional Facilitators

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers and instructional facilitators will use multiple sources of academic data to identify students requiring intervention, tutorials, or enrichment and provide timely, targeted, skills-based support aligned to grade-level TEKS and connected to Tier 1 instruction. Campuses will maintain documentation of student participation, identified skill needs, and progress.	Teachers Campus Administration Instructional Facilitators	Ongoing throughout the school year; following each assessment/data review cycle	
2	Campus administrators and instructional facilitators will implement a consistent short-cycle data review process in which teachers and campus leaders examine formative and progress-monitoring data, determine whether students and identified student groups are meeting expected growth targets, and make documented adjustments to interventions, tutorials, enrichment, and classroom instruction when students are not progressing as expected.	Teachers Campus Administration Instructional Facilitators	Ongoing throughout the school year; during established PLC+ and progress-monitoring cycles	
3	Campus leadership will monitor the implementation and effectiveness of intervention and tutorial supports, including additional early-morning tutorial opportunities, by reviewing participation, student growth, and assessment results each grading period. District leaders will review campus progress and the effectiveness of student supports during established progress-monitoring checkpoints.	Teachers Campus Administration Instructional Facilitators	Each grading period and during established progress-monitoring checkpoints	

Title I:
2.51, 2.52
- TEA Priorities:
Improve low-performing schools
- Targeted Support Strategy

Strategy 5 Details

Strategy 5: Use Title I funds to supplement addition staff support with an additional Instructional Facilitator.

Actions: We will use Title I funds to pay for the following instructional positions: Amanda Walker 1.0

Staff Responsible for Monitoring: Principal
Principal's Secretary
BISD Personnel

TEA Priorities:
Build a foundation of reading and math
-

Strategy 6 Details

Strategy 6: Collaborate with district leadership to monitor implementation of the Campus Improvement Plan, identify emerging needs, and determine additional supports or resource reallocations necessary to strengthen implementation and improve student outcomes.

Actions: 1. Campus and district leaders will conduct periodic reviews of Campus Improvement Plan implementation and student performance data to monitor progress toward Performance Objective 2, identify barriers to implementation, and determine areas requiring additional district support. Reviews will include the progress of identified student groups and the effectiveness of campus instructional responses.

2. District instructional leaders, content specialists, and instructional support staff will collaborate with campus teams to address identified needs through targeted support, which may include data analysis, coaching, classroom modeling, collaborative planning and lesson rehearsal, professional learning, intervention support, and increased progress monitoring. The frequency and intensity of support will increase when implementation or student progress is not meeting expectations.

3. District and campus leaders will review available staffing, instructional resources, professional learning, coaching capacity, intervention supports, and other resources to determine whether additional resources should be prioritized or reallocated to address identified needs. Implementation and student-performance evidence will be used to determine whether supports and strategies should be continued, modified, intensified, or replaced.

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Facilitators
Executive Director of Campus Support
District Curriculum, Instruction, & Accountability personnel

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Campus and district leaders will conduct periodic reviews of Campus Improvement Plan implementation and student performance data to monitor progress toward Performance Objective 2, identify barriers to implementation, and determine areas requiring additional district support. Reviews will include the progress of identified student groups and the effectiveness of campus instructional responses.	Principal Assistant Principals Instructional Facilitators Executive Director of Campus Support District Curriculum, Instruction, & Accountability personnel	Quarterly	
2	District instructional leaders, content specialists, and instructional support staff will collaborate with campus teams to address identified needs through targeted support, which may include data analysis, coaching, classroom modeling, collaborative planning and lesson rehearsal, professional learning, intervention support, and increased progress monitoring. The frequency and intensity of support will increase when implementation or student progress is not meeting expectations.	Principal Assistant Principals Instructional Facilitators Executive Director of Campus Support District Curriculum, Instruction, & Accountability personnel	Quarterly	
3	District and campus leaders will review available staffing, instructional resources, professional learning, coaching capacity, intervention supports, and other resources to determine whether additional resources should be prioritized or reallocated to address identified needs. Implementation and student-performance evidence will be used to determine whether supports and strategies should be continued, modified, intensified, or replaced.	Principal Assistant Principals Instructional Facilitators Executive Director of Campus Support District Curriculum, Instruction, & Accountability personnel	Quarterly	

Targeted Support Strategy

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Increase the percentage of students performing at the Meets and Masters Grade Level standards through rigorous instruction, high expectations, and timely instructional responses to student learning.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR testing, Renaissance Screeners, Ongoing DCAs, Benchmark Testing

Strategy 1 Details
Strategy 1: Implement rigorous, standards-aligned instructional practices that promote critical thinking, problem solving, and mastery of the Texas Essential Knowledge and Skills (TEKS). **Actions:** 1. Teachers will design and deliver standards-aligned lessons that incorporate rigorous learning tasks, higher-order questioning, and opportunities for students to demonstrate deep understanding of grade-level content. 2. Campus administration, instructional facilitators, and department chairs will monitor instructional rigor through classroom observations, student work analysis, the PLC+ cycle, and coaching conversations while providing feedback and support to strengthen instructional practices. **Staff Responsible for Monitoring:** Teachers Department Chairs Administration Instructional Facilitators **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details

Strategy 2: Utilize common formative assessments and analysis of student work to evaluate learning, identify misconceptions, and provide timely instructional responses that increase student mastery.

Actions: 1. PLC+ teams will collaboratively develop, administer, and analyze common formative assessments and student work aligned to priority TEKS.

2. Teachers will utilize assessment results to reteach essential standards, provide targeted intervention, and enrich learning experiences for students demonstrating mastery.

3. Teachers will analyze student work samples in grade level teams to determine alignment to rigor and identify misconceptions.

4. During coaching meetings, teachers will also demonstrate how the rigor of the work samples aligns to the assessments given in class, and the priority TEKS.

Staff Responsible for Monitoring: Teachers
Department Chairs
Administration
Instructional Facilitators

Title I:
2.52
- ESF Levers:
Lever 4: Academic Experience: High Quality Instructional Materials

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: Increase student ownership of learning by engaging students in goal setting, progress monitoring, reflection, and meaningful feedback that promotes academic growth and lifelong learning.

Evaluation Data Sources: Observation of student data binders

Strategy 1 Details
Strategy 1: Utilize the Plan-Do-Study-Act (PDSA) process to engage students in analyzing their learning, monitoring progress, and making instructional adjustments throughout the learning process. Provide timely, meaningful feedback that encourages students to take ownership of their academic success. **Actions:** 1. Teachers will facilitate classroom PDSA cycles that include goal setting, formative assessment, student reflection, and action planning throughout each instructional unit. 2. Teachers will guide students in establishing academic goals aligned to priority standards and maintaining evidence of learning through student data pages in their AVID binders. 3. Students will regularly monitor and reflect on their progress using assessment data and teacher feedback, revise their work and learning goals, and demonstrate growth toward mastery during instructional and intervention cycles. 4. Teachers will provide descriptive feedback aligned to learning targets and success criteria that supports student reflection and continuous improvement. **Staff Responsible for Monitoring:** Teachers Department Chairs Campus Admin Instructional Facilitators **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy - Additional Targeted Support Strategy**

Strategy 2 Details

Strategy 2: Celebrate student growth, perseverance, and academic achievement through campus systems that recognize effort, improvement, leadership, and success.

Actions: 1. Teachers and campus staff will recognize students for academic growth, goal attainment, perseverance, and demonstration of campus learner characteristics through classroom and campus recognition programs such as house points, the purple ticket system, or the Rams for others leadership incentive program.

2. Campus leadership will utilize student achievement data and recognition trends to evaluate the effectiveness of student motivation and ownership initiatives.

Staff Responsible for Monitoring: Teachers
Administration
Instructional Facilitators

Title I:
2.52
- ESF Levers:
Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 5: Increase student engagement through relevant, rigorous, and student-centered learning experiences that promote collaboration, critical thinking, academic discourse, and meaningful application of learning.

Evaluation Data Sources: Classroom observations, Coaching Conversations

Strategy 1 Details
Strategy 1: Implement research-based instructional strategies that actively engage students through collaboration, inquiry, academic discourse, and meaningful learning experiences across all content areas. **Actions:** 1. Teachers will intentionally design lessons that incorporate collaborative learning structures, inquiry-based learning, academic discourse, and opportunities for students to actively construct understanding. 2. Campus leadership will monitor student engagement through walkthroughs, instructional coaching, and classroom observations while providing feedback and professional learning aligned to campus instructional priorities. **Staff Responsible for Monitoring:** Teachers Campus Admin Instructional Facilitators

Strategy 2 Details
Strategy 2: Implement AVID WICOR strategies that strengthen writing, inquiry, collaboration, organization, and reading practices across all content areas. **Actions:** 1. Teachers will intentionally integrate WICOR strategies into daily instruction to increase student engagement, organization, collaboration, and academic achievement. 2. Instructional facilitators will provide professional learning, classroom support, and implementation feedback to strengthen consistent use of AVID instructional practices. **Staff Responsible for Monitoring:** Campus Admin Instructional Facilitators AVID Site Team

Strategy 3 Details

Strategy 3: Design learning experiences that intentionally activate prior knowledge, clarify learning expectations, and promote higher-order thinking through purposeful questioning and student discourse.

Actions: 1. Teachers will utilize instructional strategies that activate prior knowledge, communicate clear learning intentions and success criteria, and incorporate higher-order questioning throughout instruction.

2. Students will actively participate in collaborative discussions, justify their thinking using academic language, and apply learning through meaningful classroom tasks.

Staff Responsible for Monitoring: Instructional Facilitators
Department Chairs
Campus Admin

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Strengthen Professional Learning Communities (PLCs) by implementing consistent collaborative processes through the PLC+ cycle that utilize student data, instructional planning, and continuous improvement to improve teacher effectiveness and student achievement.

High Priority

HB3 Goal

Evaluation Data Sources: Classroom observations
PLC Agendas

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
Strategy 1: Implement a consistent Professional Learning Community (PLC) framework using the PLC+ cycle that establishes clear expectations for collaborative planning, data analysis, and instructional decision-making across all departments aligning with our campus accountability goals. **Actions:** 1. Campus administration and instructional facilitators will establish and communicate campus PLC expectations, meeting protocols, and collaborative planning processes aligned to district priorities and campus instructional and accountability goals. 2. PLC teams will utilize established protocols to collaboratively plan instruction, analyze student learning, identify instructional priorities, and develop action plans that address student needs. **Staff Responsible for Monitoring:** Administration Instructional Facilitators Department Chairs Teachers **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy - Additional Targeted Support Strategy**

Strategy 2 Details

Strategy 2: Develop a systematic process for utilizing multiple sources of student data to guide instructional planning and improve student outcomes.

Actions: 1. Teachers will analyze common formative assessments, district benchmark assessments, classroom evidence, and student work during PLC+ cycles to identify instructional strengths and areas for improvement.

2. Instructional facilitators and department chairs will support PLC+ teams in developing instructional responses, intervention plans, and enrichment opportunities based on analyzed student data.

Staff Responsible for Monitoring: Teachers
Department Chairs
Instructional Facilitators
Administration

Title I:
2.52
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

Strategy 3 Details

Strategy 3: Provide professional learning that builds teacher and leadership capacity through collaboration, modeling, coaching, and reflective practice. Utilize continuous improvement practices to evaluate instructional systems and refine campus processes based on implementation evidence and student outcomes.

Actions: 1. Instructional facilitators will facilitate weekly professional learning experiences aligned to campus instructional priorities, T-TESS 2 indicators, domains, best practices, and identified teacher needs.

2. Teachers will participate in collaborative learning opportunities, coaching cycles, and reflective conversations designed to strengthen instructional practices.

3. Administration, instructional facilitators, department chairs, and teachers will participate in classroom observations together in different capacities to create alignment across the campus. Strategic T-TESS 2 indicators will be used as the lens to guide calibration conversations around campus and teacher goals and areas of growth.

4. Each grade level has a lead and co-lead teacher who will facilitate a tri-weekly meeting to discuss grade-specific topics involving student behavior, hallway trends, areas for strategic improvement across their grade level area and campus.

Staff Responsible for Monitoring: Instructional Facilitators
Campus Administration
Grade Level Meeting Leads
District Support
LIFT Grant Coach

Title I:
2.52
- ESF Levers:
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Increase instructional consistency across all classrooms through clearly defined instructional expectations, ongoing coaching, and collaborative monitoring processes.

Evaluation Data Sources: Classroom Observations
Weekly Coaching Meetings

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
Strategy 1: Implement a campus-wide instructional framework that clearly defines expectations for lesson design, instructional delivery, student engagement, and formative assessment practices. **Actions:** 1. Campus leadership will communicate instructional expectations through professional learning, collaborative planning, and instructional resources aligned to the Richland Middle School Instructional Playbook. 2. Teachers will consistently implement campus instructional expectations during daily instruction while utilizing instructional resources and collaborative planning to strengthen instructional practices aligned to the T-TESS 2 indicators and additional campus growth goals. **Staff Responsible for Monitoring:** Instructional Coaches Administration Department Chairs Teachers **Title I:** 2.52 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Strategy 2 Details

Strategy 2: Provide individualized instructional coaching and feedback that supports continuous professional growth and strengthens classroom instruction.

Actions: 1. Instructional facilitators will implement individualized weekly coaching cycles that include goal setting, classroom observations, reflective conversations, modeling, and follow-up support.

2. Administration, instructional facilitators, and department chairs participate in weekly calibration walks to align

3. Teachers will utilize coaching feedback to refine instructional practices, monitor professional goals, and implement strategies that improve student learning prior to the next scheduled visit.

Staff Responsible for Monitoring: Administration
Instructional Facilitators

Title I:
2.52
- ESF Levers:
Lever 2: Talent Retention and Strategic Staffing

Strategy 3 Details

Strategy 3: Utilize instructional walkthroughs and calibration observations to monitor implementation of campus instructional expectations and promote consistency across classrooms.

Actions: Action Item 1)
Campus administrators and instructional facilitators will conduct weekly walkthroughs utilizing agreed-upon instructional look-fors to collect implementation evidence and provide actionable feedback.

Action Item 2)
Leadership teams will analyze walkthrough trends to celebrate strengths, identify campus-wide needs, and determine future coaching and professional learning priorities.

Staff Responsible for Monitoring: Campus Administration
Instructional Facilitators
Department Chairs
LOL team

Strategy 4 Details

Strategy 4: Develop collaborative systems that encourage teachers to share effective instructional practices, reflect on implementation, and continuously improve classroom instruction.

Actions: Action Item 1)
Teachers will participate in collaborative planning, peer observations, and professional learning communities that promote the sharing of effective instructional practices.

Action Item 2)
Campus leadership will recognize exemplary instructional practices and provide opportunities for teacher leaders to model successful strategies for colleagues.

Staff Responsible for Monitoring: Teachers
Department Chairs
Instructional Facilitators
Campus Administration

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: Increase teacher effectiveness by providing ongoing, job-embedded professional learning, instructional coaching, and collaborative opportunities that build instructional capacity and improve student outcomes.

Evaluation Data Sources: Classroom Observations
Weekly Coaching Meetings

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details
Strategy 1: Provide professional learning experiences that are aligned to campus instructional priorities, student performance data, and identified teacher needs. **Actions:** 1. Campus administration and instructional facilitators will develop and implement a yearlong professional learning plan aligned to campus goals, instructional priorities, and teacher feedback. 2. Teachers will actively participate in professional learning, apply newly acquired instructional practices, and reflect on implementation during PLC meetings and coaching conversations. **Staff Responsible for Monitoring:** Administration Teachers **ESF Levers:** Lever 3: Integrated Student Support Systems

Strategy 2 Details
Strategy 2: Develop teacher leadership by providing opportunities for educators to facilitate professional learning, model effective instructional practices, and support collaborative campus improvement efforts. **Actions:** 1. Campus leadership will identify and develop teacher leaders who will facilitate PLC learning, model instructional practices, and mentor colleagues. 2. RMS has transitioned from a traditional monthly staff meeting to grade level meetings led by teachers. 3. Each of the department chairs will be a part of the Admin Calibration walks twice a month to gain insight for growing the team academically. **Staff Responsible for Monitoring:** Teachers Grade Level Leaders Department Chairs Instructional Facilitators Campus Administration

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 4: Increase student attendance and engagement by implementing proactive systems that strengthen family partnerships, remove barriers to attendance, and promote positive school participation.

Evaluation Data Sources: Average Daily Attendance (ADA) Data

Strategy 1 Details
Strategy 1: Implement a comprehensive attendance monitoring system that identifies attendance concerns early and provides timely intervention for students and families. **Actions:** 1. Attendance teams will review attendance data weekly to identify students demonstrating patterns of chronic absenteeism or declining attendance. 2. Administrators, counselors, and attendance staff will implement intervention plans that include student conferences, parent communication, attendance contracts, and referrals to appropriate campus resources. **Staff Responsible for Monitoring:** Campus Administration Attendance Clerk

Strategy 2 Details
Strategy 2: Recognize and celebrate positive attendance through campus incentive programs that encourage students to attend school consistently and engage in learning. **Actions:** 1. Campus staff will implement attendance recognition programs each grading period that celebrate individual students, classrooms, and grade levels demonstrating exemplary attendance. 2. Attendance committees will review participation and attendance trends to evaluate the effectiveness of campus incentive programs and recommend improvements. **Staff Responsible for Monitoring:** Attendance Clerk Campus Administration

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 5: Strengthen campus systems of continuous improvement by implementing consistent monitoring processes that evaluate implementation, guide decision-making, and improve organizational effectiveness.

Evaluation Data Sources: Classroom Observations
Weekly Coaching Meetings

Strategy 1 Details
Strategy 1: Implement the Plan-Do-Study-Act (PDSA) continuous improvement process to monitor campus initiatives and improve instructional outcomes. **Actions:** 1. Campus leadership and PLC teams will utilize the PDSA process to establish measurable goals, monitor implementation, analyze results, and identify next steps for improvement. 2. Teachers will engage students in the PDSA process by setting learning goals, monitoring progress, reflecting on results, and adjusting learning strategies throughout each instructional cycle. 3. All RMS students have an AVID binder to track goals and assessment data. **Staff Responsible for Monitoring:** Teachers Campus Administration Instructional Facilitators

Strategy 2 Details
Strategy 2: Develop systematic processes for monitoring implementation of campus initiatives and evaluating their impact on student learning. **Actions:** 1. Campus leadership will collect implementation evidence through walkthroughs, coaching documentation, surveys, and program evaluations throughout the school year. 2. Leadership teams will review implementation data quarterly to identify strengths, address challenges, and refine campus improvement strategies. **Staff Responsible for Monitoring:** Campus Administration

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2026 school year.

Performance Objective 1: Strengthen a positive campus culture that promotes student belonging, positive relationships, respect, and engagement, resulting in an environment where every student feels connected, supported, and valued.

High Priority

Evaluation Data Sources: Student Surveys, Staff Surveys, Parent Surveys

Strategy 1 Details
Strategy 1: Strengthen the Richland Middle School House System by creating meaningful opportunities for students to develop relationships, demonstrate leadership, and build a strong sense of belonging within the school community. **Actions:** 1. Teachers and staff will consistently recognize students through House Points, Ram Tickets, classroom celebrations, and campus recognition programs that reinforce desired behaviors and academic success. 2. Campus leadership will monitor participation in recognition programs and utilize behavioral and survey data to evaluate their impact on campus climate. 3. House Competitions are ongoing throughout the year and students are frequently surprised with incentives for being the winning house. **Staff Responsible for Monitoring:** Administration Instructional Facilitators House Committee TBD Spirit Committee **Title I:** 2.52 **- ESF Levers:** Lever 3: Integrated Student Support Systems

Strategy 2 Details

Strategy 2: Implement social-emotional learning practices that strengthen positive relationships, respectful interactions, and responsible decision-making.

Actions:

1. Counselors and elective teachers will implement Character Strong social-emotional learning lessons and relationship-building activities that promote empathy, self-awareness, and positive peer interactions.

2. Campus leadership will review behavioral, attendance, and perception data to identify trends and provide additional supports that strengthen student well-being.

Staff Responsible for Monitoring: Campus Admin
Counselors
Elective Teachers

ESF Levers:
Lever 3: Integrated Student Support Systems

Goal 3: All students and staff will learn and work in a safe and responsive environment reaching a 95% approval rating on a district provided survey. This is an ongoing effort that will be measured in the 2026 school year.

Performance Objective 2: Increase positive student behavior and maximize instructional time through consistent behavioral expectations, proactive classroom management, and Positive Behavioral Interventions and Supports (PBIS).

High Priority

Strategy 1 Details
Strategy 1: Implement consistent campus-wide behavioral expectations that are explicitly taught, modeled, reinforced, and monitored across all learning environments. **Actions:** 1. Campus leadership will monitor implementation through classroom observations, discipline data, and staff feedback while providing support to ensure consistency across the campus. 2. Behavioral expectations and CHAMPS were established with staff during back-to-school PL as a high priority this year across the campus. This was implemented as a campus priority in order to preserve learning time for all students. **Staff Responsible for Monitoring:** Administration Instructional Facilitators **Title I:** 2.52

Strategy 2 Details
Strategy 2: Strengthen Positive Behavioral Interventions and Supports (PBIS) by consistently recognizing appropriate student behaviors and providing proactive behavioral supports. **Actions:** 1. Teachers will implement PBIS systems that consistently reinforce positive behaviors through recognition programs, restorative conversations, and classroom incentives. A classroom ticket incentive program was introduced last year and has continued to provide incentive for our students. 2. Campus PBIS teams will review behavioral data each grading period to identify trends and adjust behavioral supports based on student needs. 3. Students are able to be submitted as a "Ram for Others" upon demonstrating any of the 5 R's: Respect, Responsibility, Role Modeling, Reaching Out, or Relationships. These students are eligible to earn a "Rams for Others" card and participate in different incentive activities. **Staff Responsible for Monitoring:** Administration Instructional Facilitators Classroom Teachers

Strategy 3 Details

Strategy 3: Provide professional learning and instructional coaching that strengthens classroom management, student engagement, and effective learning environments.

Actions: 1. Instructional facilitators and administrators will provide ongoing professional learning focused on classroom management strategies, student engagement, and proactive behavior supports.

2. Campus leadership will provide coaching, modeling, and feedback that supports teachers in implementing consistent classroom management practices.

3. Classroom management strategies, including CHAMPS and other accountability measures, have been a campus priority put into place starting at back to school PL. This focus is designed to help improve effective learning environments. Campus leadership will establish and communicate clear expectations for classroom procedures, routines, transitions, and instructional environments through professional learning and coaching.

4. Teachers will consistently implement campus expectations while reflecting on classroom management practices during PLCs and coaching cycles.

Staff Responsible for Monitoring: Administrators
Instructional Facilitators
Classroom Teachers

ESF Levers:
Lever 5: Instructional Leadership and Capacity Building