El Paso Independent School District

Richardson Middle School

2023-2024 Improvement Plan

Mission Statement

Our mission is to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society. We are "Committed to Excellence", and we work hard to make the site a primary source for timely information for all users, and a main gateway for improved communication between parents, teachers, students and other members of our community. Our goal and responsibility is to help each student develop an enthusiasm for learning, a respect for self and others, and the skills to become a creative independent thinker and problem solver

Vision

We believe all student will succeed academically if they are provided with the necessary support systems and resources needed to accomplish their goals.

Value Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment These programmes encourage students across the world to become active, compassionate, and lifelong learner who understand that other people, with their differences, can also be right.

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Comprehensive Needs Assessment

Revised/Approved: August 28, 2023

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

The Extra-curricular activities available to all students:-Jag Pack, Clubs (Anime, Art, Minecraft, Crochet), Fine Arts (Bank, Orchestra, Choir), Academic UIL Competitions, Raise Up the Bar   **Activities available for 7th/8th grade: UIL sports & Cheer**   **Activities for 6th: Intramurals**
PBIS/SEL: use of one advisory period/week for SEL; PBIS Committee/Meetings
Disciplinary Data: ISS-121; OSS- 73; DAEP-
Discipline Referral Totals: 6th- 177; 7th- 94; 8th- 230; 407 total referrals (compared to 291 total referrals previous year)
Counselor Caseload: 6th-267; 7th-234; 8th-262

L1 Whole Child (Culture & Climate) Strengths

The variety of extracurricular activities impacted our students through: SEL Impact, Increased Attendance, Variety/Diversity, Availability
Administration handled discipline incidents in a timely manner.
Counselors very responsive to the needs of the students.
After School Detention with reflection on actions.

Prioritized Needs Identifying L1 Whole Child (Culture & Climate) Needs

Prioritized Need 1 (Prioritized): More extracurricular activities for 6th grade students- sports activities are of particular interest.   **Root Cause:** Traditionally 6th grade students have not had the opportunity to participate in UIL sports/Cheer.

Prioritized Need 2 (Prioritized): Richardson needs to refresh our PBIS systems   **Root Cause:** Discipline incidents have increased, and campus needs to recognize/reward students who are meeting expectations.

Prioritized Need 3 (Prioritized): Provide opportunities for students to participate in physical activity on a regular basis- during and after school hours.   **Root Cause:** Students are showing tendencies of preferring their devices over physical and social activities.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

Teachers will follow the curriculum with fidelity in order to align instruction and to compare the data across district
Admin will conduct regular walkthroughs and meet with teachers to provide feedback using the EPISD Feedback Conference Tool
Teachers will utilize daily PLC meeting time for collaboration/planning
Teachers lessons plans for Math, Social Studies, and ELAR to include pacing/assessments will directly correlate with the district mandates such as resources and pacing guides.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

Teachers are implementing the curriculum with fidelity
Teacher are formally assessing student knowledge with exit tickets, unit assessments, projects
Teacher leaders are supporting tier 3 students in Math and ELAR
Admin is conducting walkthroughs and providing feedback

Prioritized Needs Identifying L2 Academic Excellence (Curriculum, Instruction, Assessment) Needs

Prioritized Need 1 (Prioritized): Teachers need time to study, internalize, and plan with new curriculum- Amplify/Carnegie/Active Classroom   **Root Cause:** Curriculum is new for Math, ELAR. SS and teachers have had very little time to process/understand before immediate implementation

Prioritized Need 2 (Prioritized): Increased Professional Development Opportunities   **Root Cause:** Support new teachers and tier 3 teacher with content knowledge and expertise

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

<u>**STAAR Scores for Spring 2023:**</u>

Math- Overall D- 69/35/8

Reading- Overall B- 81/52/18

Science- Overall C- 69/38/11

Social Studies- Overall F- 53/19/8

Algebra- Overall B- 93/82/21

<u>**Accountability Ratings for 2023:**</u>

Domain 1- Student Achievement- 75%= C

Domain 2- Student Progress- 79%= C

Domain 3- Not yet available

<u>**Telpas Composite for Spring 2023:**</u>

Beginning- 3%

Intermediate- 40%

Advanced- 44%

Advanced High- 13%

L2 Academic Excellence (Student Achievement) Strengths

In conjunction with state, District, IB, and SEL curriculum; teachers use PLCs, monthly vertical planning sessions, and periodic full-day horizontal planning sessions to support student achievement.

Completed 91% of HB4545 hours for 2022/23

Piloted MAP testing program for 2022/23

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): Students are reluctant to work independently, and balance is needed with technology use.   **Root Cause:** Teachers/students very reliant on technology, but some students are needing more traditional methods.

Prioritized Need 2 (Prioritized): Support for implementation/fidelity of curriculum   **Root Cause:** New curriculum & resources for Social Studies, ELAR & Math

Prioritized Need 3 (Prioritized): Increase in Intervention/Support for struggling learners   **Root Cause:** STAAR scores are much lower than anticipated; students are continuing to struggle particularly in Math, Science, & SS.

L3 Destination District (Staff Recruitment, Retention &Prof. Dev)

L3 Destination District (Staff Recruitment, Retention &Prof. Dev) Summary

- 2022 School Report Cards shows 41 teachers employed full time, with 47% having more than 10 years experience.

• **No current teachers on probation status**
• All teachers are highly qualified
• T-TESS Data shows that teachers are proficient/accomplished in 98% of Domains
• Professional Development Days/Planning days throughout the year (brought in subs)
• Daily PLC time for 23/24 school year
• Campus is an active participant in Middle Years IB Programme

L3 Destination District (Staff Recruitment, Retention &Prof. Dev) Strengths

- Highly Qualified/Experienced Staff
- Time allotted daily for PLC; Time also allotted for Professional Development
- Teacher retention is high

Prioritized Needs Identifying L3 Destination District (Staff Recruitment, Retention &Prof. Dev) Needs

Prioritized Need 1 (Prioritized): Increase support for Emergent Bilinguals   **Root Cause:** Few teachers have their ESL supplement

Prioritized Need 2 (Prioritized): Mentoring/Professional Development for new teachers   **Root Cause:** Many new teachers to campus this year; several have 3 years or less classroom experience.

L3 Destination District (Perceptions, Facilities, Programs, Technology)

L3 Destination District (Perceptions, Facilities, Programs, Technology) Summary

- Campus enrollment is 756- above projection of 739
- All teachers have new devices
- Campus currently has 20 Promethean Boards
- On-site Technology support- one day per week

L3 Destination District (Perceptions, Facilities, Programs, Technology) Strengths

- Many teachers have Apple Certification
- IT person housed on campus (dedicated one day/week)
- EPISD to provide Interactive Screens in all classrooms
- All EPISD students are provided with a device

Prioritized Needs Identifying L3 Destination District (Perceptions, Facilities, Programs, Technology) Needs

Prioritized Need 1 (Prioritized): Upgrade projectors to Interactive panels in all classrooms   **Root Cause:** Projectors are breaking down and costly to replace when district will be installing Interactive panels

Prioritized Need 2 (Prioritized): Loaner devices for students to use in classroom   **Root Cause:** Student devices are needing repair

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

- Richardson has an updated school website; uses social media, Blackboard, and Smore to communicate with parents
- Richardson has both a Parent Engagement Leader and Military Family Liaison to support parent/community engagement
- Richardson has a part-time MFLC to support military student needs (SEL)
- Richardson has an active and growing PTO

L4 Culture of Accountability (Parent & Community Engagement) Strengths

- PTO supports many campus activities/events
- Family attendance at activities such as concerts/conferences is very high
- Parent/Community engagement activities offered at least twice per month
- Offer celebrations for Month of Military Child to highlight our military population
- Weekly updates for Parents/Monthly newsletter

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

Prioritized Need 1 (Prioritized): Increase attendance at parent information meetings   **Root Cause:** Times are inconvenient or parents not interested in topic

Prioritized Need 2 (Prioritized): Increase engagement with our military partners   **Root Cause:** Lack of communication and consistency with assigned unit

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

- 120 Military Connected Students
- 756 Students enrolled: 354 Female / 302 Male
- 481 Economically disadvantaged, SPED 112, GT 158, EB 127
- Total number by race: Asian 14, African American 56, Native/ HW5 , White 85, 2 or more 4, Hispanic 554
- 43/52 teachers have over five years of experience
- 127 LEP Students
- 30% of students are transfers to Richardson

L5 Equity by Design (Demographics) Strengths

- Campus offers continuum of services for Special Education Students to include: Co-Teach (Math/Reading), AIM, BIC, and SLC

• IB Campus

• All students take a foreign language- have opportunity to earn HS credit

- In District Transfers- 230/Out of District- 67

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1: Students not exiting EB (LEP) status due to low performance on Telpas   **Root Cause:** Need more teachers able to support ELLs (certification)

Prioritized Needs

Prioritized Need 1: More extracurricular activities for 6th grade students- sports activities are of particular interest.

Root Cause 1: Traditionally 6th grade students have not had the opportunity to participate in UIL sports/Cheer.

Prioritized Need 1 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 2: Richardson needs to refresh our PBIS systems

Root Cause 2: Discipline incidents have increased, and campus needs to recognize/reward students who are meeting expectations.

Prioritized Need 2 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 3: Students are reluctant to work independently, and balance is needed with technology use.

Root Cause 3: Teachers/students very reliant on technology, but some students are needing more traditional methods.

Prioritized Need 3 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 4: Support for implementation/fidelity of curriculum

Root Cause 4: New curriculum & resources for Social Studies, ELAR & Math

Prioritized Need 4 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 5: Increase in Intervention/Support for struggling learners

Root Cause 5: STAAR scores are much lower than anticipated; students are continuing to struggle particularly in Math, Science, & SS.

Prioritized Need 5 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 6: Teachers need time to study, internalize, and plan with new curriculum- Amplify/Carnegie/Active Classroom

Root Cause 6: Curriculum is new for Math, ELAR. SS and teachers have had very little time to process/understand before immediate implementation

Prioritized Need 6 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 7: Increased Professional Development Opportunities

Root Cause 7: Support new teachers and tier 3 teacher with content knowledge and expertise

Prioritized Need 7 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 8: Increase support for Emergent Bilinguals

Root Cause 8: Few teachers have their ESL supplement

Prioritized Need 8 Areas: L3 Destination District (Staff Recruitment, Retention &Prof. Dev)

Prioritized Need 9: Mentoring/Professional Development for new teachers
Root Cause 9: Many new teachers to campus this year; several have 3 years or less classroom experience.
Prioritized Need 9 Areas: L3 Destination District (Staff Recruitment, Retention &Prof. Dev)

Prioritized Need 10: Upgrade projectors to Interactive panels in all classrooms
Root Cause 10: Projectors are breaking down and costly to replace when district will be installing Interactive panels
Prioritized Need 10 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 11: Loaner devices for students to use in classroom
Root Cause 11: Student devices are needing repair
Prioritized Need 11 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 12: Increase attendance at parent information meetings
Root Cause 12: Times are inconvenient or parents not interested in topic
Prioritized Need 12 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 13: Increase engagement with our military partners
Root Cause 13: Lack of communication and consistency with assigned unit
Prioritized Need 13 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 14: Provide opportunities for students to participate in physical activity on a regular basis- during and after school hours.
Root Cause 14: Students are showing tendencies of preferring their devices over physical and social activities.
Prioritized Need 14 Areas: L1 Whole Child (Culture & Climate)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: August 29, 2023

Goal 1: WHOLE CHILD DEVELOPMENT Richardson MS fosters learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, Richardson MS will create a culture where each student is supported by caring adults. as measured by an Employee, student, and parent culture climate survey.

High Priority

Evaluation Data Sources: CK-12 Survey

Strategy 1 Details	Reviews			
Strategy 1: Richardson MS will implement a school-wide Check In/Check Out system.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student behavior, grades, attendance **Staff Responsible for Monitoring:** Principal/Assistant Principals **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 2	**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Ensure all classrooms are covered by qualified substitutes or certified teachers when teachers are absent.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in behavior incidents when teachers are absent **Staff Responsible for Monitoring:** Principal/Secretary **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Funds for teacher covers - 199 General Fund - $1,000, Fringe for teacher covers - 199 General Fund - $41	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Richardson MS will update furniture in office and other common areas to create a more welcoming environment	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Visually appealing environment for all **Staff Responsible for Monitoring:** Principal/Secretary **Funding Sources:** Funds to purchase furniture - 199 General Fund - $3,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: Richardson needs to refresh our PBIS systems   **Root Cause**: Discipline incidents have increased, and campus needs to recognize/reward students who are meeting expectations.

Goal 1: WHOLE CHILD DEVELOPMENT Richardson MS fosters learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, Richardson MS will increase 6th-8th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by 5%.

High Priority

Evaluation Data Sources: Activity Sign Ins/Logs/Survey results

Strategy 1 Details	Reviews			
Strategy 1: Richardson MS will increase participation in Academic UIL Activities from the previous year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased in student achievement and overall well-being	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/Assistant Principals/UIL Coordinator **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1				

Strategy 2 Details	Reviews			
Strategy 2: Richardson MS will participate in the 6th Grade Intramurals Program	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have a more positive attitude about school/activities; Decrease in behavior instances	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Intramural Coordinator/Principal **ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: More extracurricular activities for 6th grade students- sports activities are of particular interest. **Root Cause**: Traditionally 6th grade students have not had the opportunity to participate in UIL sports/Cheer.

Goal 1: WHOLE CHILD DEVELOPMENT Richardson MS fosters learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, Richardson MS will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing extended 6th grade extended learning opportunities.

High Priority

Evaluation Data Sources: District tracking tool

Strategy 1 Details	Reviews			
Strategy 1: Richardson MS will provide after school activities/clubs for students to target academic needs (Student support), physical activity (RUTB), and social/emotional outlets (Craft Club, etc.)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in campus pride & satisfaction by both students and parents. **Staff Responsible for Monitoring:** Principal/AYPYN-Jag Pack Coordinator **ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 3	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Richardson MS will apply for the After School Meals Program	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased participation in after school activities **Staff Responsible for Monitoring:** Principal/Cafeteria Manager **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Richardson MS will implement a campus-wide tutoring schedule for all subjects to provide academic assistance to students after hours.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in Academic Achievement **Staff Responsible for Monitoring:** Principal/Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	**Oct**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 3: Provide opportunities for students to participate in physical activity on a regular basis- during and after school hours. **Root Cause**: Students are showing tendencies of preferring their devices over physical and social activities.

Goal 1: WHOLE CHILD DEVELOPMENT Richardson MS fosters learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, Richardson MS will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for schoolwide behavior expectations, classrooms procedures and instruction, and student and staff awareness.

High Priority

Evaluation Data Sources: District Developed Tracking Rubric

Strategy 1 Details	Reviews			
Strategy 1: PBIS Matrix will be completed and posted throughout the campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in discipline incidents throughout campus	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/APs				
ESF Levers: Lever 3: Positive School Culture				
Prioritized Needs: L1 Whole Child (Culture & Climate) 2				

Strategy 2 Details	Reviews			
Strategy 2: PBIS Team will develop incentives for students who meet expectations, such as: Fun Friday, Ice Cream Social.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in positive behavior/Decrease in negative behavior	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PBIS Team				
ESF Levers: Lever 3: Positive School Culture				
Prioritized Needs: L1 Whole Child (Culture & Climate) 2				

Strategy 3 Details	Reviews			
Strategy 3: Richardson MS will implement the MTSS team to provide targeted interventions and support for students with individual learning and behavioral needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Academic Achievement as well as increase in ability to meet social/ emotional needs of students. **Staff Responsible for Monitoring:** Campus Leadership Team	**Oct**	**Jan**	**Mar**	**June**
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Richardson Counselors will provide monthly lessons to incorporate SEL components as well as support for Bullying, HB5, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved campus culture **Staff Responsible for Monitoring:** Principal/Counselors	**Oct**	**Jan**	**Mar**	**June**
Title I: 2.5 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies for Counselors - 199 General Fund - $1,000, Student incentives - 199 General Fund - $1,500				

Strategy 5 Details	Reviews			
Strategy 5: Richardson MS Nurse's office will be equipped with supplies necessary to maintain healthy environment for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Fewer students needing to leave campus for health reasons **Staff Responsible for Monitoring:** Principal/Nurse	**Oct**	**Jan**	**Mar**	**June**
Funding Sources: funds for supplies - 199 General Fund - $2,000				

Strategy 6 Details	**Reviews**			
Strategy 6: Campus Leadership will participate in Professional Learning opportunities to enhance instructional leadership skills	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Quality feedback for faculty; improved leadership practices **Staff Responsible for Monitoring:** Principal/APs **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 **Funding Sources:** Funds to travel to Conferences - 199 General Fund - $3,000, Registration Fees/Associated costs of PD - 199 General Fund - $1,000				

Strategy 7 Details	**Reviews**			
Strategy 7: Richardson teachers/leadership with participate in professional development opportunities to enhance their knowledge of the PBIS system in order to implement more effective practices.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved campus culture/decrease in office referrals **Staff Responsible for Monitoring:** Principal/Secretary **ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 2 **Funding Sources:** Funds for substitutes - 199 General Fund - $1,000, Funds for registration fees - 199 General Fund - $500				

Strategy 8 Details	**Reviews**			
Strategy 8: Richardson MS will implement Coordinated School Health Strategies through a rigorous Physical Education Curriculum, participation in Fitnessgram, as well as providing other opportunities for students to improve physical well being such as the Raise Up the Bar program.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student progress in Fitnessgram, overall increase in student social/emotional well being **Staff Responsible for Monitoring:** Principal, Physical Education coaches **ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: More extracurricular activities for 6th grade students- sports activities are of particular interest.   **Root Cause**: Traditionally 6th grade students have not had the opportunity to participate in UIL sports/Cheer.

Prioritized Need 2: Richardson needs to refresh our PBIS systems   **Root Cause**: Discipline incidents have increased, and campus needs to recognize/reward students who are meeting expectations.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 2: Increased Professional Development Opportunities   **Root Cause**: Support new teachers and tier 3 teacher with content knowledge and expertise

Goal 1: WHOLE CHILD DEVELOPMENT Richardson MS fosters learning environments for the whole child to thrive.

Performance Objective 5: By June 2024, Richardson MS will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 25% to 18% and reduce the overall number of disciplinary removals from 301- 210.

    High Priority

    Evaluation Data Sources: On Point Discipline Action Summary Report

Strategy 1 Details	Reviews			
Strategy 1: Richardson MS will review PBIS expectations with all student groups, and provide reinforcement activities throughout the year.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Decrease in number of discipline incidents
    Staff Responsible for Monitoring: Principal, Assistant Principal, PBIS Team
 	
    Title I:
2.6
 - ESF Levers:
Lever 3: Positive School Culture
    Prioritized Needs: L1 Whole Child (Culture & Climate) 2
	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Richardson MS admin. team will conduct quarterly meetings with each grade level to review/reinforce behavior expectations.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Decrease in number of Discipline referrals from previous school year
    Staff Responsible for Monitoring: Principal/Assistant Principals
 	
    ESF Levers:
Lever 3: Positive School Culture
    Prioritized Needs: L1 Whole Child (Culture & Climate) 2
	Oct	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 5 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: Richardson needs to refresh our PBIS systems   **Root Cause**: Discipline incidents have increased, and campus needs to recognize/reward students who are meeting expectations.

Goal 2: ACADEMIC EXCELLENCE Richardson MS empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, Richardson MS will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction.

    High Priority

    Evaluation Data Sources: Walk through data

Strategy 1 Details	Reviews			
Strategy 1: Richardson MS will maintain a library that offers selections that reflects the varying interests and reading levels of our students.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Increased student literacy skills/interest
     Staff Responsible for Monitoring: Principal/Librarian
 	
     Title I:
 2.4, 2.5
  - **TEA Priorities:**
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments
     Funding Sources: Funds for Reading Materials - 199 General Fund - $2,000, Funds for Reading Materials - 211 ESEA Title I Part A (Campus) - $5,000, Supplies for Library - 199 General Fund - $750				

Strategy 2 Details	Reviews			
Strategy 2: Provide planning days for core content teachers to review data/plan lessons/plan interventions/internalize new curriculum	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement **Staff Responsible for Monitoring:** Principal/APs/CTCs **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 2, 3 **Funding Sources:** Funds for substitutes - 211 ESEA Title I Part A (Campus) - $3,000, Fringe for substitutes - 211 ESEA Title I Part A (Campus) - $44				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Teachers need time to study, internalize, and plan with new curriculum- Amplify/Carnegie/Active Classroom   **Root Cause**: Curriculum is new for Math, ELAR. SS and teachers have had very little time to process/understand before immediate implementation
L2 Academic Excellence (Student Achievement)
Prioritized Need 2: Support for implementation/fidelity of curriculum   **Root Cause**: New curriculum & resources for Social Studies, ELAR & Math
Prioritized Need 3: Increase in Intervention/Support for struggling learners   **Root Cause**: STAAR scores are much lower than anticipated; students are continuing to struggle particularly in Math, Science, & SS.

Goal 2: ACADEMIC EXCELLENCE Richardson MS empowers all learners to excel in current and future pursuits.

Performance Objective 2: By June 2024, Richardson MS will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 75% to 80%.

High Priority

Evaluation Data Sources: Tableau, Eduphoria, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Richardson Master Schedule will provide for daily PLC time for all teachers to plan/internalize lessons, plan for intervention/re-teach, analyze data, and collaborate with colleagues.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in STAAR scores **Staff Responsible for Monitoring:** Principal, CTCs, Dept. Chairs **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2 - L2 Academic Excellence (Student Achievement) 2	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Richardson MS will provide instructional materials and supplies to support all students and increase classroom engagement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student achievement and engagement **Staff Responsible for Monitoring:** Principal, Secretary **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 1 **Funding Sources:** Funds for supplies/materials - 211 ESEA Title I Part A (Campus) - $21,656, Funds for supplies/materials - 185 SCE (Campus) - $6,291, Funds for supplies/materials - 199 General Fund - $13,060, Funds for Reading Materials - 211 ESEA Title I Part A (Campus) - $2,100	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide after school/Saturday tutoring to support At-Risk students, completion of HB4545 hours, and targeted instructional gaps.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement **Staff Responsible for Monitoring:** Principal/Assistant Principals/CTCs/Interventionists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 3 **Funding Sources:** Funds for tutoring - 185 SCE (Campus) - $5,000, Fringe for tutoring - 185 SCE (Campus) - $201, Funds for tutors (part time) - 185 SCE (Campus) - $2,000, Fringe for tutors (part time) - 185 SCE (Campus) - $29	**Oct**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Provide support materials for STAAR preparation/review/intervention	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/APs/CTCs/Dept. Chairs **Title I:** 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 3 **Funding Sources:** Funds for Materials - 185 SCE (Campus) - $3,500				

Strategy 5 Details	Reviews			
Strategy 5: Provide professional development opportunities for teachers to support best practices, curriculum knowledge, and intervention strategies/support.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement **Staff Responsible for Monitoring:** Principal/APs/CTCs **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 2, 3 - L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1 **Funding Sources:** Funds for registration fees - 185 SCE (Campus) - $1,000, Funds for substitutes - 185 SCE (Campus) - $2,000, Fringe for substitutes - 185 SCE (Campus) - $29, Funds for Substitutes - 199 General Fund - $3,000, Fringe for Substitutes - 199 General Fund - $58, Funds for registration fees - 199 General Fund - $1,000				

Strategy 6 Details	Reviews			
Strategy 6: Supplies/Incentives for STAAR study sessions/preparation activities	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement scores **Staff Responsible for Monitoring:** Principal/Dept. Chairs **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 3 - L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1 **Funding Sources:** Funds for supplies/incentives - 199 General Fund - $1,000	**Oct**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Teachers need time to study, internalize, and plan with new curriculum- Amplify/Carnegie/Active Classroom   **Root Cause**: Curriculum is new for Math, ELAR. SS and teachers have had very little time to process/understand before immediate implementation
Prioritized Need 2: Increased Professional Development Opportunities   **Root Cause**: Support new teachers and tier 3 teacher with content knowledge and expertise
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Students are reluctant to work independently, and balance is needed with technology use.   **Root Cause**: Teachers/students very reliant on technology, but some students are needing more traditional methods.
Prioritized Need 2: Support for implementation/fidelity of curriculum   **Root Cause**: New curriculum & resources for Social Studies, ELAR & Math
Prioritized Need 3: Increase in Intervention/Support for struggling learners   **Root Cause**: STAAR scores are much lower than anticipated; students are continuing to struggle particularly in Math, Science, & SS.
L3 Destination School (Staff Recruitment, Retention &Prof. Dev)
Prioritized Need 1: Increase support for Emergent Bilinguals   **Root Cause**: Few teachers have their ESL supplement

Goal 2: ACADEMIC EXCELLENCE Richardson MS empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, Richardson MS will increase student achievement outcomes in Reading "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 17% - 22%, & EB from 25% - 30%).

High Priority

HB3 Goal

Evaluation Data Sources: Tableau, Eduphoria, TAPIR

Strategy 1 Details	Reviews			
Strategy 1: Richardson MS will employ a Reading Interventionist to support students who are identified using assessment data (STAAR/MAPS)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student achievement in Reading				
Staff Responsible for Monitoring: Principal/CTCs/Interventionist				
Title I: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 3 - L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1				

Strategy 2 Details	Reviews			
Strategy 2: Richardson MS will utilize a Co-Teach model to support students as identified as needing support in their IEP.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/APs/Sped Coach				
Title I: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 3				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 3: Increase in Intervention/Support for struggling learners **Root Cause**: STAAR scores are much lower than anticipated; students are continuing to struggle particularly in Math, Science, & SS.
L3 Destination School (Staff Recruitment, Retention &Prof. Dev)
Prioritized Need 1: Increase support for Emergent Bilinguals **Root Cause**: Few teachers have their ESL supplement

Goal 2: ACADEMIC EXCELLENCE Richardson MS empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, Richardson MS will increase student achievement outcomes in Math "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 11% - 18%, & EB from 25% - 30%)

High Priority

HB3 Goal

Evaluation Data Sources: On Point/STAAR

Strategy 1 Details	Reviews			
Strategy 1: Richardson MS will employ a Math Interventionist to support students who are identified using assessment data (STAAR/MAPS/iReady)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement in Math	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal/CTC/Interventionist				
Title I: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 3 - L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1				

Strategy 2 Details	Reviews			
Strategy 2: Richardson MS will utilize a Co-Teach model to support students as identified as needing support in their IEP.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal/CTC/Sped Coach				
Title I: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 3				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 3: Increase in Intervention/Support for struggling learners **Root Cause**: STAAR scores are much lower than anticipated; students are continuing to struggle particularly in Math, Science, & SS.
L3 Destination School (Staff Recruitment, Retention &Prof. Dev)
Prioritized Need 1: Increase support for Emergent Bilinguals **Root Cause**: Few teachers have their ESL supplement

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 1: By June 2024, Richardson MS will stabilize enrollment by increasing the number of new students enrolling or transferring back to Richardson MS by 1% from 67 to 73.

High Priority

Evaluation Data Sources: On Point (Fall PEIMS snapshot) and Tableau

Strategy 1 Details	Reviews			
Strategy 1: Richardson MS will enhance the overall customer service experience for students, parents, and visitors to the school through welcoming and informative interactions	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increased enrollment; decrease in withdrawals to other campuses/districts
    Staff Responsible for Monitoring: Principal/Assistant Principals
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Richardson MS will hold monthly family/parental engagement meetings and activities throughout the year to engage and empower families within the campus environment	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase student enrollment/retention
    Staff Responsible for Monitoring: Principal, Assistant Principals. PEL, MFL
 	
    Title I:
4.2
 - **ESF Levers:**
Lever 3: Positive School Culture
    Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Richardson MS will utilize various forms of communication to keep parents informed of all opportunities for involvement as well as school activities, resources, and events. This will be communicated through our school website, campus Schoology page for students/families, social media, and Blackboard communications on a weekly basis. **Strategy's Expected Result/Impact:** Increased student and parent involvement in extracurricular activities **Staff Responsible for Monitoring:** Principal/Assistant principals/Journalism Dept. **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Prioritized Needs:

L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Increase attendance at parent information meetings   **Root Cause**: Times are inconvenient or parents not interested in topic
Prioritized Need 2: Increase engagement with our military partners   **Root Cause**: Lack of communication and consistency with assigned unit

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 2: By June 2024, Richardson MS will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 97% to 99%.

High Priority

Evaluation Data Sources: # Vacancies data

Strategy 1 Details	Reviews			
Strategy 1: Hold interviews for positions in a timely manner- within 10 days of a vacancy. We will follow EPISD HR guidelines for interviewing/recommending applicants.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Fewer long term subs on campus **Staff Responsible for Monitoring:** Principal/Secretary **TEA Priorities:** Recruit, support, retain teachers and principals	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Richardson MS will provide professional development opportunities as well as targeted support through PLCs for all teachers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in teacher satisfaction/retention **Staff Responsible for Monitoring:** Principal/Assistant Principals/CTCs **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2 - L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 2 **Funding Sources:** Reading Materials for Campus PD - 211 ESEA Title I Part A (Campus) - $2,000	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Richardson MS will send teachers to a literacy or math conference to support best practices in learning; those practices will be shared with faculty during campus PD sessions	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased literacy and math functions **Staff Responsible for Monitoring:** Principal/CTCs **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 2 **Funding Sources:** Funds for Travel - 211 ESEA Title I Part A (Campus) - $5,000, Registration/Miscellaneous Fees - 211 ESEA Title I Part A (Campus) - $2,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Teachers need time to study, internalize, and plan with new curriculum- Amplify/Carnegie/Active Classroom   **Root Cause**: Curriculum is new for Math, ELAR. SS and teachers have had very little time to process/understand before immediate implementation
Prioritized Need 2: Increased Professional Development Opportunities   **Root Cause**: Support new teachers and tier 3 teacher with content knowledge and expertise

L2 Academic Excellence (Student Achievement)
Prioritized Need 2: Support for implementation/fidelity of curriculum   **Root Cause**: New curriculum & resources for Social Studies, ELAR & Math

L3 Destination School (Staff Recruitment, Retention &Prof. Dev)
Prioritized Need 2: Mentoring/Professional Development for new teachers   **Root Cause**: Many new teachers to campus this year; several have 3 years or less classroom experience.

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 3: By June 2024, Richardson MS will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan.

High Priority

Evaluation Data Sources: Technology Campus Support Plan Success Criteria

Strategy 1 Details	Reviews			
Strategy 1: Richardson MS will work towards ensuring every student has access to a personal device when needed for classroom assignments/activities, and assessments, and that teachers have technology needed to support curriculum implementation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Fewer students will lose time in class to report to computer lab for support/access **Staff Responsible for Monitoring:** Principal/Bookroom Clerk **Title I:** 2.5 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2 **Funding Sources:** Funds to purchase loaner laptops/update teacher technology - 211 ESEA Title I Part A (Campus) - $5,000, Funds to purchase updated technology/loaner laptops/ipads - 199 General Fund - $5,000				
Strategy 2 Details	Reviews			
Strategy 2: Richardson MS will update computers/printers for administration/office in order to provide efficient/effective services to students, parents, faculty and staff	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased customer service satisfaction of all stakeholders **Staff Responsible for Monitoring:** Principal/Secretary **Funding Sources:** Funds to update technology - 199 General Fund - $4,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 1: Students are reluctant to work independently, and balance is needed with technology use.   **Root Cause**: Teachers/students very reliant on technology, but some students are needing more traditional methods.

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: Upgrade projectors to Interactive panels in all classrooms   **Root Cause**: Projectors are breaking down and costly to replace when district will be installing Interactive panels
Prioritized Need 2: Loaner devices for students to use in classroom   **Root Cause**: Student devices are needing repair

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 1: By June 2024, Richardson MS will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 92.8% to 95%.

High Priority

Evaluation Data Sources: Attendance Rate (ADA) data

Strategy 1 Details	Reviews			
Strategy 1: Richardson MS will provide incentives for perfect attendance as well as no tardies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Daily Attendance Rates; reduce number of tardies **Staff Responsible for Monitoring:** Principal/Assistant Principals/Attendance Clerk **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L1 Whole Child (Culture & Climate) 2	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Richardson MS will meet with students/parents for attendance plans, and use the district provided documents such as Notice of Absences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in Daily Attendance Rates **Staff Responsible for Monitoring:** Assistant Principals/Attendance Clerk	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Richardson MS will ensure that campus facilities are clean and safe at all times	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in cleanliness & safety of campus **Staff Responsible for Monitoring:** Principal/Custodial Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Funds for Custodian Overtime - 199 General Fund - $750	**Oct**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Richardson will provide necessary supplies for administrative and office staff to ensure efficient operations	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase customer satisfaction **Staff Responsible for Monitoring:** Principal/Secretary **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Funds for Office Supplies - 199 General Fund - $5,000	**Oct**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: Richardson needs to refresh our PBIS systems   **Root Cause**: Discipline incidents have increased, and campus needs to recognize/reward students who are meeting expectations.

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 2: By June 2024, Richardson MS will foster a welcoming and safe environment where all families and community members feel supported as well as increase the level of accountability by ensuring school participation in 100% of all required community events.

High Priority

Evaluation Data Sources: Community Events Documentation

Strategy 1 Details	Reviews			
Strategy 1: Richardson MS will offer 2 community/parental engagement activities per month.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parental/community involvement with campus	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/PEL/MFL **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L4 Culture of Accountability (Parent & Community Engagement) 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Richardson MS will provide supplies and refreshments for parent meetings, events, and training.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in Parent Involvement on campus	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/PEL **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L4 Culture of Accountability (Parent & Community Engagement) 1, 2 **Funding Sources:** Supplies for Parent Meetings/activities - 211 ESEA Title I Part A (Campus) - $1,000, Snacks, etc. for Parent meetings/activities - 211 ESEA Title I Part A (Campus) - $1,500				

Strategy 3 Details	Reviews			
Strategy 3: Richardson MS will host various educational opportunities for parents. Topics based on campus needs and parent survey of interest and may include Parent Portal, Homework Help, Gifted and Talented Information, Science Fair, IB Information session, Student expectations, etc.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in parental involvement on campus **Staff Responsible for Monitoring:** Principal/Leadership Team/Counselors/PEL **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L4 Culture of Accountability (Parent & Community Engagement) 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Prioritized Needs:

L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Increase attendance at parent information meetings   **Root Cause**: Times are inconvenient or parents not interested in topic
Prioritized Need 2: Increase engagement with our military partners   **Root Cause**: Lack of communication and consistency with assigned unit

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 3: By June 2024, Richardson MS will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on Thought Exchange (3 times per year with 40% response rate) and Let's Talk Platform (customer satisfaction rating from 7.8 to 9 and response rate from 10.5 days to 3 days).

High Priority

Evaluation Data Sources: Thought Exchange and Let's Talk

Strategy 1 Details		Reviews			
Strategy 1: Richardson will use multiple modes to communicate with parents: Blackboard, Smore, Social Media outlets.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue		

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 1: By June 2024, Richardson MS will foster equitable access to opportunities as measured by an increase in the percent of underrepresented (i.e., special education and emergent bilingual) middle school students who complete high school credits.
Emer.. Bil... Alg. 1 (14% to 16%)
Emer. Bil... LOTE (50% to 60%)
Emer. Bil.. Other (87% to90%)
SPED Alg 1 (6% to 10%)
SPED LOTE (30% to 40%)

High Priority

Evaluation Data Sources: Frontline Data

Strategy 1 Details			Reviews		
Strategy 1: Richardson MS will hold a Career Fair to showcase various careers and educational opportunities.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Showcase varying career paths available to students		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture					
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 2: By June 2024, Richardson MS will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 43% to 30% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 9% to 5% .

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: LPAC will meet quarterly to monitor grades, attendance, and behavior of EL/EB students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement and achievement **Staff Responsible for Monitoring:** LPAC Chair/LPAC Clerk/Teachers **Title I:** 2.6 **Prioritized Needs:** L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Richardson MS will provide instructional support and strategies for all teachers servicing EB students through PLCs and implementation of HQIM.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student achievement **Staff Responsible for Monitoring:** Principal/CTC **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Prioritized Needs:** L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Richardson will follow the EPISD MS model of a double ELAR block for all students to support literacy instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement in Reading/Writing **Staff Responsible for Monitoring:** Principal/CTC/Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Prioritized Needs:** L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1				
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Performance Objective 2 Prioritized Needs:

L3 Destination School (Staff Recruitment, Retention &Prof. Dev)
Prioritized Need 1: Increase support for Emergent Bilinguals   **Root Cause**: Few teachers have their ESL supplement