

Richardson Independent School District

Lake Highlands High School

2022-2023 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Campus - Prepare and inspire students for lifelong success in an evolving world.

District - To serve all students for their global future.

Vision

Where all students learn, grow, and succeed.

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lake Highlands High School is committed and invested in the success of **all** students. We are proud to be a diverse campus of 2,760 Wildcat students. Currently, our demographic breakdown is as follows:

- African American - 30.9%
- Asian - 6.1%
- Hispanic - 32.5%
- White - 27.9%
- Multiracial - 2.4%

Our students are not only diverse in background but also in need - 57.7% of the students we serve at LHHS are considered Economically Disadvantaged. We have seen an increase in both our Special Education population (currently 9.7%) and our English Learners (currently 18.8%). In addition, our mobility rate has increased from previous years.

Demographics Strengths

The Lake Highlands High School community is constantly monitoring our demographic data and assessing stakeholder needs in order to best support our student body. We offer diverse programming such as AVID, PTECH, NELD, Social & Emotional Learning, Student Leadership, and many other courses throughout the day. We love to celebrate our multicultural student body through clubs such as the Junior World Affairs Council, Folklorico, African Dance Team, UTD GOALS, Ruby Reds Majorettes, and more. In addition to our academic and extra-curricular offerings, we provide a variety of supports for our at risk population through initiatives such as the Wildcat Den, Communities In Schools, and LIFT Team.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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

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
- Other additional data

Goals


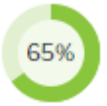
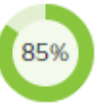

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.

Performance Objective 1: Implement activities and behavioral supports to increase students' growth in academics, social and emotional learning, classroom behavior, and equity.





Evaluation Data Sources: % of students who engaged in SEL lessons (100% of students opted in for these lessons), Advisory lesson plans, groups and attendance lists. Behavior data from referrals from Focus. Data from Interventionists on meetings held with students.



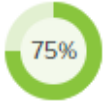

Summative Evaluation: Some progress made toward meeting Objective





Next Year's Recommendation: Continue









Strategy 1 Details	Reviews			
Strategy 1: Develop, communicate, and consistently implement campus discipline plan. Strategy's Expected Result/Impact: - Increase knowledge of both teacher and student discipline expectations through PBIS , CHAMPS, and New Teacher University. - Increase clarity of communication regarding discipline between leadership, teachers, parents, and students. - Decrease loss of instructional time for students due to discipline. - Increase student behavioral and social emotional support for students and teachers - Increase student's access to Communities in Schools services Staff Responsible for Monitoring: WHO: - Campus Administrators: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - PBIS Team - Phelicia Rockwell-Ivory (Behavior Interventionist) - Melanie Theissen (Intervention Counselor) - Communities In Schools HOW: - Consistent implementation of discipline plan by both teachers and administrators as evidenced by FOCUS data - Professional development opportunities to inform teachers of discipline plan and expectations utilizing PBIS, CHAMPS, and New Teacher University. - Instructional videos and student assemblies to communicate PBIS and discipline plan expectations to all - BOY camp in classes for first 2 days of school and Advisory classes to	Formative			Summative
	Nov	Jan	Mar	June
				

<div><div>communicate expectations</div><div><div><div>- Ensure discipline is equitable and does not result in excessive loss of instructional time for students</div><div>- Utilize campus discipline plan, PBIS, Restorative Practices supports, discipline, Reset Center and intervention specialists.</div><div>- For students that are suspended, or have a change in placement, see behavior specialist for a student conference focusing on Restorative strategies.</div><div>- Intervention Counselor will lead student support groups focusing on SEL, grief, self-confidence, decision-making skills, and peer relationships.</div><div>- All students returning from CMLC will have a transition meeting with Intervention counselor and alpha administrator to help with transition.</div><div>- PBIS staff newsletter will communicate campus discipline and post CHAMPS strategies to help teachers navigate through discipline issues.</div><div>- New Teacher University will offer needed professional development on issues that arise in the classroom</div><div>- Teacher Hub will house campus discipline plan and tips for teachers in the LH Faculty Handbook. PBIS information, and New Teacher University</div></div></div></div> <div><div>Title I:</div><div>2.5, 2.6</div><div><div>- TEA Priorities:</div><div>Recruit, support, retain teachers and principals</div><div>- ESF Levers:</div><div>Lever 3: Positive School Culture</div></div></div>				
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Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize and develop PBIS model to improve behavior management</p> <p>Strategy's Expected Result/Impact: - Increase positive behavior supports for students</p> <ul style="list-style-type: none"> - Recognition of students for positive behaviors - Recognition of teachers - Increase capacity of teachers to manage behaviors - Decrease in discretionary punitive discipline - Create a 5:1 positive referral to negative referral school-wide - Gain teacher input from IC's about behavior in classrooms - Utilize strategies by IC's & PBIS about managing behaviors in classroom <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Campus Administrators: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - PBIS Team <p>HOW</p> <ul style="list-style-type: none"> - Monitor implementation through campus and district tools as a PBIS Focus school - Use of Wildcat PRIDE in all common areas - Ongoing professional development for teachers regarding PBIS strategies - Active involvement of the PBIS team in school activities - Create a PBIS newsletter that advertises recognition for students, teachers, discipline data, morale and spirit teacher activities, CHAMPS focus, and managing student behavior tips - Use Wildcat Cash to reward students for positive behavior - Create a Wildcat Store where students and teacher can use their Wildcat Cash for recognition of positive behavior <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Implement RISD's liveWISEliveHEALTHY program Strategy's Expected Result/Impact: - Consistent classroom activities based on monthly focus - Increased student, parent, and community awareness Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - LHHS Teachers - LH Counselors - Peer Helpers - Student Council HOW: - Monthly activities/focuses as determined by Student Services during Advisory - Advertise district parent engagement opportunities Title I: 2.5, 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Implementation of Anonymous Alerts program in order for students, parents and staff to confidentially report bullying, cyber-bullying and other sensitive topics</p> <p>Strategy's Expected Result/Impact: - Student, staff, and parent awareness of Anonymous Alerts program</p> <ul style="list-style-type: none"> - Efficient response by administrators to all concerns submitted through Anonymous Alerts - Increased support for students in alert who need help <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - SROs - Student Services <p>HOW:</p> <ul style="list-style-type: none"> - Education of all students, parents, and staff regarding Anonymous Alerts program - Monitoring of Anonymous Alerts by designated campus administrators - Support for students identified in alert <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Create and implement plans for prevention and communication of bullying, harassment and dating violence Strategy's Expected Result/Impact: - Increased awareness of prevention techniques regarding bullying, harassment, and dating violence - Efficient and thorough response and investigation by administrators to all bullying and harassment claims - Increased support to students Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - LH Counselors - Phelicia Rockwell-Ivory (Behavior Interventionist) - Melanie Theissen (Student Assistance Counselor) - Student groups such as Peer Helpers, Peer Mediators HOW: - Utilize district and campus resources for student and community education regarding bullying, harassment, and dating violence - Complete full investigation on bullying claims as well as Richardson ISD Bullying/Harassment/Retaliation Report/Investigation/Documentation form - Grade Level Assemblies and Guidance lessons include information regarding the prevention and reporting of bullying Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.









Performance Objective 2: Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning, increase safety and digital citizenship.

Evaluation Data Sources: Move as a district from Proficient to Advanced in overall measurement in the area of classroom on the BrightBytes Survey, and increase teacher and student Digital Citizenship skills, and using digital methods for assessment within the classroom for safety and digital citizenship.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify areas for improvement concerning digital strategies and provide opportunities for growth in digital citizenship.</p> <p>Strategy's Expected Result/Impact: - Increased observation of digital strategies being utilized in classrooms</p> <ul style="list-style-type: none"> - Student growth in digital citizenship as evidenced by walkthrough and observation data - Identified areas for growth in digital strategies both for specific teachers and campus as a whole - From lunch & learns, increased teacher use of digital strategies. - Use student surveys and parent surveys for feedback - Student focused strategies <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deatrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez, Alan Kirby - LHLC Academic Facilitators: Kylee Bradford - Camille Stafford (LITE) - Department Chairs <p>HOW:</p> <ul style="list-style-type: none"> - Conduct Walkthrough and Observations by leadership (administrators, ICs) - Provide specific feedback to teachers regarding areas for growth in digital strategies - Conduct lunch & learns for digital learning opportunities - Offer professional development opportunities in digital strategies - Use Lead4Ward digital strategies to increase student participation in class. - Add digital coach duties to IC position so teachers and staff can receive digital and technology help. - IC over digital coaching to help mentor, share ideas, help teachers with digital strategies. - utilize student, teacher, and parent surveys for feedback on needs <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction 	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and present meaningful professional development centered around digital content and instructional strategies</p> <p>Strategy's Expected Result/Impact: - Increased use of digital strategies in all classrooms - Expanded capacity of teachers to utilize digital strategies - Increased help for teachers to learn and offer support</p> <p>Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez, Alan Kirby - LHLC Academic Facilitators: Kylee Bradford - Camille Stafford (LITE) - Department Chairs - PLC Leads - iTeam: Lydia Croupe</p> <p>HOW: - Campus offered professional development sessions - Staff surveys/feedback - Administrator walkthrough and observation reflections - Lunch and learns offered to increase teacher capacity - Digital coach duties added to IC position to help coach teachers on digital strategies and help with IT needs. - Utilize TRS and Lead4Ward professional development to help teachers learn how to use digital strategies to increase student participation in class.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.









Performance Objective 3: Create PK-12 programing to support healthy life choices by students and staff.









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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: Provide training for all staff on suicide/substance abuse prevention Strategy's Expected Result/Impact: - All staff members trained on suicide/substance abuse prevention - Staff and students know where to seek support for suicide/substance abuse concerns - Increased supports for students in crisis - Reduced numbers in alerts Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - LH Counselors HOW: - Staff completion certificates of suicide/substance abuse prevention - Continued support and education provided by counselors as needed - Monitor Anonymous Alerts for students in crisis - Use district tools to aid students in crisis Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Develop and maintain Campus Emergency Response Team (ERT) Strategy's Expected Result/Impact: - ERT will be prepared to respond quickly if a cardiac event should occur on campus Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Campus Nurses: Abbie O'Reilly, Adrianna Gonzalez HOW: - Inform ERT on roles and responsibilities - Conduct AED drills each semester Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Consistently analyze campus health reports in order to inform and monitor compliance and potential issues Strategy's Expected Result/Impact: - Monitored immunization compliance of the student body - Efficient reporting of communicable disease issues if the need arises Staff Responsible for Monitoring: WHO: - Nurses: Abbie O'Reilly, Adriana Gonzalez - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth HOW: - Monitor student data reports in an effort to monitor immunization compliance of the student body - Monitor student absences information in order to monitor communicable disease issues on the campus Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Implement and encourage participation in TeenScreen at the 9th grade level Strategy's Expected Result/Impact: - Increased participation in TeenScreen - Identification of students in need of additional resources or support Staff Responsible for Monitoring: WHO: - LH Counselors - Phelicia Rockwell (Behavior Interventionist) - Melanie Theissen (Student Assistance Counselor) - Communities In Schools HOW: - Provide opportunities for parents and students to register for TeenScreen - Encourage participation through parent communication - Utilize TeenScreen to identify students who need additional resources or support Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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		 No Progress  Accomplished  Continue/Modify  Discontinue			









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

Performance Objective 4: Ensure a culture and environment that embraces equity, diversity and inclusion throughout RISD programs and systems of support

Evaluation Data Sources: Survey results, training documents and attendance reports, PD training calendar

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: Promote participation in extra-curricular activities and clubs from diverse student groups Strategy's Expected Result/Impact: - Increase in diversity within student groups - Rise in participation numbers for extracurricular activities as a whole - Increase in achievement for diverse student populations Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - LH Counselors - Club Sponsors - Advisory Teachers HOW: - Provide students with Campus Pathways to Equity lessons during advisory to promote inclusivity and increase achievement for diverse student populations - Advertise clubs and create / share club videos with students and families at community engagement opportunities (New Student Tours, Meet The Teacher events) as well as school newsletter and "The Beat"(student website) - Provide information to teachers regarding clubs or groups in order to increase participation campus-wide Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the expectations of the graduate profile.









Performance Objective 5: Transition strategies will be utilized to support junior high students' transition to high school.













- Evaluation Data Sources:** -9th retention rate,
-AVID and PTECH enrollment numbers
-Survey

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: AVID will go to junior high feeder schools to advertise AP programs, benefits of advanced classes and recruit students for the high school program. Strategy's Expected Result/Impact: -Increase number of students in AP programs, Dual Credit, On-Ramps, College classes. -Increase diversity in AP programs -Advertise high school benefits -Get students excited about high school -Aid in transition to high school Staff Responsible for Monitoring: WHO: -AVID Coordinator -AVID Admin: Deetrice Thomas -LH Admin -Counselors -AVID Teachers HOW: -Plan and schedule junior high visits -Implement AVID recruiting plan -Advertise benefits of advanced classes in presentations, videos, & brochures TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Host a walk your schedule night so 9th graders can see the campus and find their classes Strategy's Expected Result/Impact: -Help with high school transition -Help students to feel more comfortable and less stress about transitioning to high school Staff Responsible for Monitoring: WHO: -LH Admin -LH Counselors HOW: -Advertise walk your schedule night -Have schedules ready in Focus for students to utilize ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: PTECH will host assemblies for feeder junior highs to advertise CTE pathways, programs, and advanced career / college classes. Strategy's Expected Result/Impact: -Increase CTE pathway awareness -Increase enrollment in PTECH -Increase knowledge of CTE pathways -Increase enrollment in college classes Staff Responsible for Monitoring: WHO: -Tessa Pettigrew - PTECH AP -PTech District Coordinator- Paul Simmons -CTE Chairperson - Ramona Harper -CTE Teachers HOW: - Invite JH feeders to our campus -Implement recruitment plan for PTECH -Advertise high school CTE pathways and PTECH program through visits, videos, brochures. TEA Priorities: Connect high school to career and college, Connect high school to career and college -	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Invite junior high students in feeder pattern to high school events (like junior high night at a football game). Strategy's Expected Result/Impact: -Getting students excited about going to high school -Building positive relationships between junior high and high school students -Allowing for students to watch and possibly to play with high school students for the opportunity to experience high school life Staff Responsible for Monitoring: WHO: -LH Admin -LH Extracurricular Sponsors - Band, Cheer, Football, etc HOW: -Junior high students will be invited to high school football game for high school night. -Students junior high sponsor connects with high school sponsor.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Admin meet and greet at a feeder elementary during the summer to encourage transition to high school and advertise positive high school culture. Strategy's Expected Result/Impact: -Ease student transitions to high school. -Increase high school awareness. -Increase knowledge of who to contact. -Build positive relationships Staff Responsible for Monitoring: WHO: -LH Admin Team HOW: -Book the elementary on a summer Saturday -Include invites to band, sports, cheer to represent -Have t-shirt give away with free t-shirts -Have free snow cone give away ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 6: State Comp Ed money will be utilized to address students' gaps in learning and to help students receive additional tutoring in areas for growth.





Evaluation Data Sources: -Tutoring logs









-Budget documents

-Student attendance reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
<p>Strategy 1: SCE funds will be utilized to help provide additional tutoring for students.</p> <p>Strategy's Expected Result/Impact: -Increased passing rate on EOC -Increased improvement in reading lexile levels -Reduction in students' learning gaps from loss of instruction during COVID-19</p> <p>Staff Responsible for Monitoring: WHO: -Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Financial Executive Assistant: Jennifer Delfield -Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez, Alan Kirby</p> <p>HOW: -Core teachers will tutor each week on a designated day -Teachers will be paid per hour for tutoring -Teachers will keep attendance of students at tutoring -Student tutoring hours will be tracked to complete 30 hours -Students / Parents will be notified and communicated about necessary tutoring for their student -\$25,000 ESSER funds will be allotted to pay for staff tutoring -\$5000 will be allotted for EOC tutoring supplies</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Tutoring - 199 - State Compensatory Education - ESSER Funds - \$25,000, EOC supplies - 199 - State Compensatory Education - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: SCE funds will be utilized to pay Instructional Coaches to monitor and assist with EOC tutoring after school. Strategy's Expected Result/Impact: -Increased EOC passing rate -Increased reading lexile levels Staff Responsible for Monitoring: WHO: - Kerri Jones - Principal -Marion Wildes - Academic AP -Masud Shamsid-Deen- Academic AP -Jennifer Delfield - Financial Executive Assistant HOW: -Document progress in Branching Minds -Monitor teacher and student attendance at tutorials ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Tutoring Pay for EOC tutoring - 199 - State Compensatory Education - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 7: Enhance Career & Technical (CTE) opportunities for students

Evaluation Data Sources: -CCMR indicator

-Number of graduates certifications/licenses

-Completion rates for CTE courses





-PTECH retention rate





-CTE passing rate









-TSI passing rate

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue P-TECH program with initial cohort and additional supports for 9th - 10th grade.</p> <p>Strategy's Expected Result/Impact: - Increased Dual Credit enrollment</p> <ul style="list-style-type: none"> - Continue initial P-TECH Cohort -Add additional grade level with additional supports from AVID and CTE -Sustain Dual Credit and AP enrollment -Increase Passing rate in AP classes -Increase TSI passing rate in reading and math <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - P-TECH Administrator: Tessa Pettigrew - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Herb Ruffin, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Counselors: Robin Finklea, Joy Anderson - PTECH Teachers - AP Teachers - Department Chairs - Dual Credit Teachers <p>HOW:</p> <ul style="list-style-type: none"> - Monthly P-TECH Leadership team meetings in order to monitor progress, design professional development, and develop business partnerships - Planning for future P-TECH growth - Track quarterly grades and provide supports for students with AVID strategies to improve passing rate to 85% - Provide tutoring opportunities during Advisory 6th period, before and after school - Provide TSI tutoring for reading and math utilizing ELA and Math teachers during Advisory 6th period - Adjust marketing plan to 8th grade students and parents to ensure a better understanding of the program and academic expectations - P-TECH teachers will build community relationships with business partners to have more meaningful Work-Based Learning Experiences for students that will provide a real world extension to classroom learning -Maintain a 95% retention rate in the program <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Increase stakeholder understanding of CTE pathways and opportunities Strategy's Expected Result/Impact: - Increased enrollment of students in CTE courses - Increased completion of CTE pathways resulting in certification or licensing Staff Responsible for Monitoring: WHO: - CTE Administrator - Tessa Pettigrew - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deatrice Thomas, Marion Wildes, Herb Ruffin, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - P-TECH Teachers - CTE teachers - LHHS Counselors - College and Career Counselor - Robin Finklea, Joy Anderson HOW: - Counselor conferences with students including individual conferences and grade level guidance sessions - Enrollment and completion of CTE pathways - College and career counselor promotes careers within CTE pathways and holds college/career fair - Utilize 8th grade electives to advertise for high school career pathways and programs - CTE teachers, CTE pathways advertise their programs to junior high and high school students through brochures, school website, videos, Zoom conferencing and scheduled recruiting visits Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 60%	 80%	 95%	 100%

Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate course offerings and expectations for Advanced/AP/GT/Dual Credit courses to all students, including incoming 9th graders</p> <p>Strategy's Expected Result/Impact: - Increased Advanced/AP/GT/Dual Credit enrollment - Increased proportion of diverse students enrolled in Advanced/AP/GT/Dual Credit courses - Decreased Advanced/AP/GT/Dual Credit drop rates - Increased performance in Advanced/AP/GT/Dual Credit courses - Increase AP participation and performance targets: ELAR Participation 15% to 18% and Meets 57% to 60% Math Participation 9.5% to 12% and Meets 46% to 51% Science Participation 9.9% to 12% and Meets 49% to 55% Social Studies Participation 12.6% to 14% and Meets 70% to 72%</p> <p>Staff Responsible for Monitoring: WHO: - Kerri Jones (Principal) - Marion Wildes (AP Principal) - AP Teachers - Blake Bogus (District Advanced Learning Support) - LH Counselors - Advanced/AP/GT Teachers - AVID - Kerri Macy - CTE - Tessa Pettigrew</p> <p>HOW: - Offer tutorials based on specific student needs - Implement Mock Exams for all subjects - Utilize College Board resources for tutoring - Utilize Khan Academy resources for students - Conduct Junior high visits from counselors and Advanced/AP/GT teachers - Create Advertisements of Advanced/AP/GT courses in Class Fair, course registration, and grade level guidance - Conduct purposeful identification of diverse students and encourage enrollment in Advanced/AP/GT courses</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 60%	 75%	 85%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 8: Implement RISD Graduate Profile

High Priority

Evaluation Data Sources: -Attendance Data

-Graduation Rate

-CCMR indicators

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: Provide strategies for implementing the 5 student competencies Strategy's Expected Result/Impact: -Safe learning environment -Students are prepared for life after high school -Individual student success Staff Responsible for Monitoring: WHO: -Campus Administrators -Instructional Coaches HOW: -Explore PD opportunities for staff	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





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





Performance Objective 1: Increase average of students passing at the approaches, meets, and masters levels from 47% to 53% and increase campus distinctions from 2 to 4.





Evaluation Data Sources: 100% of campus meets or exceeds district performance growth goals





Summative Evaluation: No progress made toward meeting Objective





Next Year's Recommendation: Continue





Strategy 1 Details	Reviews			
<p>Strategy 1: Focus on instructional priorities and continue to refine EOC tutoring plan in order to maximize potential for all students.</p> <p>Strategy's Expected Result/Impact: - Increased student performance across all EOCs and for all student populations</p> <ul style="list-style-type: none"> - Increase in reading and math achievement for all student populations - Growth in closing the gaps (formerly state system safeguards) for all student populations <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Campus Administrators: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Science, Math, English, ESL, Social Studies, SPED Department Chairs - Instructional Coaches: Ramiro Gonzalez, April Roberts, Veronica Tackett <p>HOW:</p> <ul style="list-style-type: none"> - Focus on instructional priorities of student engagement and formative assessments in classrooms to increase student achievement - Analyze data from informal and formal assessments in order to determine student needs and create tutoring groups - Utilize Lead4Ward strategies to develop curriculum for Tier 1 instruction and tutoring times and to maximize impact - Request funding through creative sources such as Wild For Cats, etc., in order to provide student incentives for Tier 1 instruction and tutoring - Utilize Advisory for for Tutoring Pull-Outs, After School, Zoom Tutorials, Saturday School, and Camp Intervention <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction 	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 2 Details	Reviews			
<p>Strategy 2: Increase English I Reading Tier 1 from 32% to 47%</p> <p>Strategy's Expected Result/Impact: - Increase in student growth in Reading Tier 1 from 32% to 47%</p> <ul style="list-style-type: none"> - Decrease in Reading Tier 2 from 31% to 27% - Decrease in Reading Tier 3 from 37% to 26% - Increase STAAR results: Approaches 67% to 75%, Meets 49% to 60%, Masters 10% to 15% - Walkthrough and observation data will include formative assessment and responsive teaching <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Academic Administrators: Kerri Jones, Masud Shamsid-Deen - RLA Administrator: Kendall Hutchinson - Department Chairs: Aimey Washmon (RLA) and Christy Strahan (ESL) - RLA Department Teachers - ESL & SPED Teachers - RLA Instructional Coach: April Roberts - LHLC Academic Facilitators <p>HOW:</p> <ul style="list-style-type: none"> - Analyze formative assessments, STAAR, MAP, and QSA data - Utilize PLCs in order to plan for, meet, and adjust to student knowledge - PLC Pull Out days after each major test in order to plan interventions - Tutorials during Advisory and/or after school based on specific TEKS and student needs - Literacy intervention training provided by LHLC Academic Facilitators - Utilize Advisory for for Tutoring Pull-Outs, After School, Zoom Tutorials, Saturday School, and Camp Intervention <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction 	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase English II Reading Tier 1 from 32% to 47%</p> <p>Strategy's Expected Result/Impact: - Increase in student growth in Reading Tier 1 from 32% to 47%</p> <ul style="list-style-type: none"> - Decrease in Reading Tier 2 from 31% to 27% - Decrease in Reading Tier 3 from 37% to 26% - Increase STAAR results: Approaches 67% to 75%, Meets 49% to 60%, Masters 10% to 15% - Walkthrough and observation data will include formative assessment and responsive teaching <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Academic Administrators: Kerri Jones, Masud Shamsid-Deen - RLA Administrator: Kendall Hutchinson - Department Chairs: Aimey Washmon (RLA) and Christy Strahan (ESL) - RLA Department Teachers - ESL & SPED Teachers - RLA Instructional Coach: April Roberts - LHLC Academic Facilitators <p>HOW:</p> <ul style="list-style-type: none"> - Analyze formative assessment, STAAR, MAP, and QSA data - Utilize PLCs in order to plan for, meet, and adjust to student knowledge - PLC Pull Out days after each major test in order to plan interventions - Tutorials during Advisory and/or after school based on specific TEKS and student needs - Literacy intervention training provided by LHLC Academic Facilitators - Utilize Advisory for for Tutoring Pull-Outs, After School, Zoom Tutorials, Saturday School, and Camp Intervention <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction 	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase in Algebra 1 Tier 1 from 35% to 50%</p> <p>Strategy's Expected Result/Impact: - Increase in student growth in Math Tier 1 from 35% to 50%</p> <ul style="list-style-type: none"> - Increase in student growth in Math Tier 2 from 29% to 30% - Decrease in Reading Tier 3 from 36% to 20% - Increase STAAR results: Approaches 68% to 75%, Meets 35% to 45%, Masters 11% to 15% - Walkthrough and observation data will include formative assessment and responsive teaching <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Academic Administrators: Kerri Jones, Masud Shamsid-Deen - Math Administrator: Tommy Lamberth - Brody Lyons (Dept. Chair) - Math Department Teachers - ESL & SPED Teachers - Math Instructional Coach: Ramiro Gonzalez <p>HOW:</p> <ul style="list-style-type: none"> - Analyze formative assessment, STAAR, QSAs, MAP and benchmark data - Utilize PLCs in order to plan for, meet, and adjust to student knowledge - PLC Pull Out days after each major test in order to plan interventions - Tutorials during Advisory period based on specific TEKS and student needs - Utilize Advisory for for Tutoring Pull-Outs, After School, Zoom Tutorials, Saturday School, and Camp Intervention <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction 	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Increase Biology "Meets Standard" percentage to 75%</p> <p>Strategy's Expected Result/Impact: - Increase in number of students meeting standard to 75% overall</p> <ul style="list-style-type: none"> - Increase STAAR results: Approaches 81% to 86%, Meets 50% to 58%, Masters 21% to 27% - Walkthrough and observation data will include formative assessment and responsive teaching <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Academic Administrators: Kerri Jones, Masud Shamsid-Deen - Science Administrator: Deetrice Thomas - Department Chair: Steve Kim - Science Department Teachers - ESL & SPED Teachers - Science Instructional Coach: Veronica Tackett <p>HOW:</p> <ul style="list-style-type: none"> - Analyze formative assessment, STAAR, QSA, MAP and benchmark data - Utilize PLCs in order to plan for, meet, and adjust to student knowledge - PLC Pull Out days after each major test in order to plan interventions - Tutorials during Advisory time based on specific TEKS and student needs - Utilize Advisory for for Tutoring Pull-Outs, After School, Zoom Tutorials, Saturday School, and Camp Intervention <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Increase U.S. History "Meets Standard" percentage to 85%</p> <p>Strategy's Expected Result/Impact: - Increase in number of students meeting standard to 85% overall</p> <ul style="list-style-type: none"> - Increase STAAR results: Approaches 91% to 95%, Meets 69% to 80%, Masters 44% to 50% - Walkthrough and observation data will include formative assessment and responsive teaching <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Academic Administrators: Kerri Jones, Masud Shamsid-Deen - Social Studies Administrator: Casey Gray - Department Chair: Erin Chesal - Social Studies Department Teachers - ESL & SPED Teachers - Social Studies Instructional Coach: Veronica Tackett <p>HOW:</p> <ul style="list-style-type: none"> - Analyze formative assessment, QSA, and benchmark data - Utilize PLCs in order to plan for, meet, and adjust to student knowledge - PLC Pull Out days after each major test in order to plan interventions - Tutorials during Advisory time based on specific TEKS and student needs - Utilize Advisory for for Tutoring Pull-Outs, After School, Zoom Tutorials, Saturday School, and Camp Intervention <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Improve student attendance in order to maximize instructional time for all students Strategy's Expected Result/Impact: - Increase in attendance across all student populations - Increase in students on time to classes - Maximized instructional time for students Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Assistant Principals' Administrative Assistants - Attendance Staff HOW: - Continue implementation of Attention2Attendance system in order to monitor and inform parents regarding attendance - Continue use of SAMs to implement Truancy Plan - Focus on tutoring hours as Loss of Credit make-up - Implement tardy system and policies to encourage students to be on time to classes - Increase Admin presence in hallways - Increase Admin consequences for students who are not going to class - Use Focus to track student consequences for tardiness - Use Focus to communicate tardies and consequences to parents Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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





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





Evaluation Data Sources: 100% of RISD campuses meet standard; meet or exceed district performance goal goals (see addendum)









Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation and increase fidelity of PLC Model. Strategy's Expected Result/Impact: - Artifacts (Agendas, Resources) - Observations (Administrators, ICs, District Leadership) - Increased specific interventions for students utilizing MAP and All In Learning data - Formative assessment data from All in Learning Staff Responsible for Monitoring: WHO - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez - Department Chairs - PLC grade level leads HOW - Utilizing PLC leads, Instructional Coaches, Administrators, and other district leadership to facilitate and increase capacity of PLCs - Continue PLC professional development with Solution Tree, Lead4Ward, All In Learning - Facilitate PLC Pull Out Days and Early Release Days for PLC planning time Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize MAP, Lead4ward and All In Learning data tools and strategies to improve Tier 1 instruction</p> <p>Strategy's Expected Result/Impact: - Improved student performance on MAP, district and state assessments</p> <p>- Walkthrough/observation data reflects use of Lead4Ward and All In Learning strategies</p> <p>Staff Responsible for Monitoring: WHO</p> <p>- Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth</p> <p>- Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez</p> <p>- Department Chairs</p> <p>- PLC grade level leads</p> <p>HOW</p> <p>- Analyze campus data as well as Lead4Ward and All In Learning resources (heat maps, misconceptions, etc.) to address student needs and align curriculum</p> <p>- Utilize Lead4Ward Quick Checks as part of quality Tier 1 instruction across all contents</p> <p>- Send MAP Family reports to families after each assessment and schedule meetings to discuss results</p> <p>-Analyze MAP data and conference with students to share results and assist them with creating student goals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Continued implementation of TRS Curriculum Strategy's Expected Result/Impact: - Improved student performance on district and state assessments - Walkthrough/observation data reflects use of Lead4Ward and All In Learning strategies Staff Responsible for Monitoring: WHO - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez - Department Chairs - PLC grade level leads HOW - Unpacking of TRS curriculum through content PLCs in order to monitor and adjust based on the needs of the students - Consistent implementation of TRS curriculum - Use of TRS Performance Assessments as tools for assessing student learning and providing feedback Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Continue ongoing professional development for teachers regarding TRS, Lead4Ward, All In Learning, and PLC Strategy's Expected Result/Impact: - Improved utilization of TRS, Lead4Ward, All In Learning and PLC - Increased capacity of PLC at LHHS - Increased student supports - Increased teacher supports - Increased student achievement Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez - Department Chairs - PLC grade level leads HOW: - Provide multiple opportunities for teachers to get support on TRS, Lead4Ward, All In Learning, and PLC - Consistent informal and formal feedback from administrators includes notes regarding TRS, Lead4Ward, All In Learning and/or PLC - Utilize Teacher Hub to house supports and strategies for teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Improve graduation rate from 92% to 94% to ensure students are college and/or career ready

Evaluation Data Sources: -District graduation rate meets or exceeds district performance growth goal

-Increase in CCMR indicator





-Increase students earning certifications/licenses









-Increase students completing coherent CTE course sequence





- Leaver list





Summative Evaluation: No progress made toward meeting Objective





Next Year's Recommendation: Continue





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue LHHS Graduation Team meetings and action plans</p> <p>Strategy's Expected Result/Impact: - Increased graduation rate to 94%</p> <ul style="list-style-type: none"> - Provide individualized support to all seniors at risk of not graduating - Demonstrate high expectations and shared ownership for student success - Lower leaver list of students not graduating <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - LH Counselors - Phelicia Rockwell Ivory (Behavior Interventionist) - Melanie Thiessen (Intervention Counselor) <p>HOW:</p> <ul style="list-style-type: none"> - Participate in grad team meetings - Identify students in need of extra support or attention - Connect students with a campus support (counselor, administrator, or other) - Focus on postsecondary success - Close the achievement gap between minority students and non-minority students - Contact families of leaver list to determine new location/situation of student - Increase the percentage of students who have passed at least one of the following by the time they graduate from 53% to 60% Domain 1: CCCMR <ol style="list-style-type: none"> TSI Reading or Math AP Exam 3 credit hours earned in English or math 9 hours combined in any college subject ACT (19 reading or math and 23 composite) SAT (>480 Reading) SAT (>530 math) College prep course completion (Texas Bridge) An industry based certification <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture 	Formative			Summative
	Nov	Jan	Mar	June
	 70%	 70%	 90%	 100%









Strategy 2 Details		Reviews			
Strategy 2: Continue EdGenuity program allowing students to recapture hours and academic content when needed Strategy's Expected Result/Impact: - Increased credit recapture for all students - Decrease in students not graduating due to one quarter or semester failure Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez - LH Counselors - Credit Recovery teachers HOW: - Allow students to recapture credit for failed quarters through Credit Recovery - Utilize Wildcat Academy to help students with EdGenuity work Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college -		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Identify students as candidates for MPA when applicable Strategy's Expected Result/Impact: - Increased graduation rate - Increased support for at risk students Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - LH Counselors - Phelicia Rockwell Ivory (Behavior Interventionist) - Melanie Thiessen (Intervention Counselor) HOW: - Identify students that meet criteria for acceptance to MPA - Promote MPA when appropriate and applicable for the student Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
<p>Strategy 4: Complete PGP for all 9th grade students</p> <p>Strategy's Expected Result/Impact: - Increased graduation rates - Decrease in number of repeating 9th graders</p> <p>Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez - LH Counselors - Phelicia Rockwell Ivory (Behavior Interventionist)</p> <p>HOW: - Create PGP for all incoming 9th grade students - Continue to communicate importance of academics and credits to 9th graders through conferences, assemblies, and parent communication - Provide information to students and parents about career pathways, how to get certificates or licenses, and how to get college credit in high school</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%	 60%	 85%	 100%

Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize grade-level guidance and counselor conferences to encourage all seniors to graduate with college credit and/or license or certification</p> <p>Strategy's Expected Result/Impact: - Increase in seniors graduating with AP, Dual Credit, or License/Certificate</p> <p>- Increased awareness beginning in 9th grade of opportunities available for students to get college credit and/or a license or certificate</p> <p>Staff Responsible for Monitoring: WHO:</p> <p>- LH Counselors</p> <p>- Tessa Pettigrew (CTE AP)</p> <p>- Marion Wildes (Adv. Pl. AP)</p> <p>HOW:</p> <p>- Meet with all students at least twice per year in order to encourage college credit and/or license or certification</p> <p>- Complete a CTE Audit to ensure clear pathways to license/certification</p> <p>- Promote AP and Dual Credit courses through class fair, junior high visits, and course registration</p> <p>- Advertise how to get license, certificate, and college credit in high school</p> <p>- Raise CCMR indicator from 53% to 60%</p> <p>- Increase students earning certifications/licenses from 1% to 5% (state definition) - Increase students earning certifications/licenses from 15% to 20% (local definition)</p> <p>- Increase students completing coherent CTE course sequence from 8% to 15%</p> <p>- Increase AP participation and performance targets:</p> <p>ELAR Participation 15% to 18% and Meets 57% to 60%</p> <p>Math Participation 9.5% to 12% and Meets 46% to 51%</p> <p>Science Participation 9.9% to 12% and Meets 49% to 55%</p> <p>Social Studies Participation 12.6% to 14% and Meets 70% to 72%</p> <p>Title I:</p> <p>2.4, 2.5, 2.6</p> <p>- TEA Priorities:</p> <p>Connect high school to career and college</p> <p>- ESF Levers:</p> <p>Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Develop and implement campus Naviance utilization plan Strategy's Expected Result/Impact: - Increased use of Naviance for varied student needs - Increased enrollment in colleges and universities - Increased service awards at graduation Staff Responsible for Monitoring: WHO: - LH Counselors - Robin Finklea (College & Career Counselor) - Senior AP - Tessa Pettigrew - Senior AP Assistant HOW: - Continue Naviance Implementation Plan with College & Career Coordinator, counselors, and administrators - Educate all students on how to utilize Naviance for college and career exploration, resume and essay development, and service hour tracking through grade level guidance - Continuing to build on student knowledge of Naviance from previous years Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Increased graduation and college admission rate for seniors enrolled in the AVID program Strategy's Expected Result/Impact: - Increased graduation rate to 94% - Improved college admission and scholarship rate for AVID seniors Staff Responsible for Monitoring: WHO: - Deetrice Thomas (AVID AP) - LH Counselors - Kerri Macy (AVID Coordinator) - AVID Teachers - Robin Finklea (College & Career Counselor) HOW: - Utilize AVID classes to educate and advertise college opportunities - Targeted support for AVID juniors and seniors in college application and admission process Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details		Reviews			
Strategy 8: Host events and/or recruiters in order to advertise postsecondary options to students Strategy's Expected Result/Impact: - Increased connection between LHHS students and postsecondary opportunities - Increased marketing and participation at events Staff Responsible for Monitoring: WHO: - Robin Finklea (College & Career Counselor) - LH Counselors HOW: - Host annual college fair - Invite college recruiters to attend LH events and engage with students at lunches - Promote postsecondary options such as college, military, and trade schools in order to help all students find their best fit Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue					





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





Performance Objective 4: Implement a systematic approach to develop new and existing programming for specific student populations to ensure quality instruction and service supports for ALL students.





Evaluation Data Sources: Student performance meets or exceeds district performance growth goal





Summative Evaluation: Some progress made toward meeting Objective





Next Year's Recommendation: Continue





Strategy 1 Details	Reviews			
Strategy 1: Elevated support for Special Education students Strategy's Expected Result/Impact: - Increase in SPED academic performance across all EOCs - Decrease in SPED referrals due to assigned mentors Staff Responsible for Monitoring: WHO: - Marion Wildes (SPED AP) - Dinnah Dent (SPED Dept. Chair) - Instructional Support Specialists - SPED Teachers/Case Managers HOW: - Case managers assigned to each SPED student (all SPED teachers have a caseload) - Progress monitoring completed by SPED certified teachers who see the student on a weekly basis in order to inform goals and support - Inclusion of SPED students in specific tutorial groups based on needs -Inclusion teachers scheduled in content area PLCs for collaboration - Provide professional development to all staff regarding strategies for students with disabilities Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Increased participation and performance in PSAT for all student groups</p> <p>Strategy's Expected Result/Impact: - Improved campus performance on PSAT</p> <ul style="list-style-type: none"> - Increase in number of students taking PSAT - Increase in number of National Merit Scholars (commended/finalists/scholars) <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Tommy Lamberth (Testing AP) - Alisa Bettega (Testing Coordinator) - LH Counselors - LHHS Teachers <p>HOW:</p> <ul style="list-style-type: none"> - Identify 11th graders as potential National Merit candidates through teacher recommendations and offer extra support for PSAT in order to increase numbers of National Merit Scholars - Advertise through Blackboard, email, and Parent Newsletter to parents and students about signing up for PSAT - Utilize Khan Academy and district digital resources to have students study for PSAT - Advertise through Blackboard, email, ads/announcements, and Parent Newsletter about district-led and university-led practice sessions for PSAT <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Utilization of Multi-Tiered Systems of Support (MTSS) to provide equitable access for all students to curriculum, programming, and interventions including requirements for HB4545</p> <p>Strategy's Expected Result/Impact: - Consistent, high quality Tier 1 instruction for all students</p> <ul style="list-style-type: none"> - Decrease in students needing Tier 2 and 3 interventions due to quality Tier 1 instruction - Increase in utilization of MTSS / Branching Minds system to provide holistic support for all students <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deatrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez - Teachers providing interventions <p>HOW:</p> <ul style="list-style-type: none"> - Utilize campus MTSS team to collaborate with teachers and leadership - Continue to monitor and adjust in order to ensure quality Tier 1 Instruction through feedback, observations, and professional development - Use MAP data to identify students who are in need of Tier 2 and Tier 3 supports - Utilize Edgenuity, IXL, My Lexia, Achieve 3000 to provide individualized tutorial programs for Tier 2 and Tier 3 student interventions - Utilize Branching Minds to document Tier 3 students' interventions and HB4545 family communication - Complete Tier 3 student progress monitoring in Branching Minds - Create Accelerated Learning Plans (ALP's) for HB4545 students and form instructional groups to provide additional tutoring in Reading and Math - Utilize advisory time, camp days during school and provide tutorials in person and via Zoom after school to provide targeted accelerated learning using Edgenuity, TX College Bridge/NROC, IXL, and teacher created interventions <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction 	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Increase performance on TSI and ACT by offering tutorials and study materials</p> <p>Strategy's Expected Result/Impact: - Increased participation on TSI and ACT</p> <ul style="list-style-type: none"> - Improved performance on TSI and ACT <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Tommy Lamberth (Testing AP) and Deetrice Thomas (TSI) - Alisa Bettega (Testing Coordinator) - LH Counselors - Robin Finklea (College & Career Coordinator) - AVID Teachers - Tessa Pettigrew (CTE) <p>HOW:</p> <ul style="list-style-type: none"> - Advertise tutorials and study materials available for TSI and ACT - Utilize College & Career Coordinator, counselors, and AVID teachers to support students in preparing for all tests - Encourage registration through class visits, counselor meetings, and campus advertisements - Provide tutorials for P-TECH students on TSI in reading and math - All seniors take ACT for free <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: Require all teachers of GT students to attend GT specific professional development</p> <p>Strategy's Expected Result/Impact: - All GT teachers will have GT PD certificates</p> <ul style="list-style-type: none"> - Increase engagement and rigor in GT classrooms - Increased GT support for students <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Department Chairs - GT Coordinator <p>HOW:</p> <ul style="list-style-type: none"> - Require foundational 30 hours of GT professional development and annual 6 hour update for all GT teachers - Utilize AP College Board for summer and yearly trainings for staff - Monitor PD attendance of all GT teachers - Archive all GT certificates <p>Title I: 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 6 Details	Reviews			
<p>Strategy 6: Continue to utilize AVID to identify and support our diverse student population</p> <p>Strategy's Expected Result/Impact: - Increased number of students in the AVID elective course - Improved academic success of students in the AVID elective course</p> <p>Staff Responsible for Monitoring: WHO: - Deetrice Thomas (AVID AP) - Kerri Macy (AVID Coordinator) - LH Counselors -AVID Site Team - LH Teachers</p> <p>HOW: - Identify students throughout the course of their high school career that would benefit from the AVID structure - Weekly tutorials for AVID students based on needs - Support AVID student success on tests such as TSI</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 7 Details	Reviews			
<p>Strategy 7: Utilize district allotted ESSER funds to hire additional teachers to lower student to teacher ratio, add additional supports to students who are on Tier 3 for reading and math, and to provide additional supports to students to lower the achievement gaps.</p> <p>Strategy's Expected Result/Impact: - Lower class size - More supports offered to an increased number of students in Tier 3 - Increased student achievement - Improvement in students' reading lexile levels - Increased passing rate for EOCs - Increased student passing rate</p> <p>Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez - Financial Executive Assistant - Jennifer Delfield - LH Counselors</p> <p>HOW: - Hire additional staff - Intentionally put students in need in Tier 3 classes offered (ALL, LE, etc.) - Use Achieve 3000, MAP scores, & Branching Minds to monitor student achievement</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: Ensure 100% of Emergent Bilingual (EB) students will make progress towards an advanced level in proficiency in Reading, Writing, Listening and Speaking. EB students will meet all passing standards for all district and state assessments.

Strategic Plan: D1.1-D1.5

Evaluation Data Sources: -Student performance





-District performance





-TELPAS scores





-EOC scores









Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement "7 Steps To A Language Rich Classroom" in all core content areas</p> <p>Strategy's Expected Result/Impact: - Increase in performance for EL students across all content areas</p> <ul style="list-style-type: none"> - Increase expectations for EL students across all content areas - Increase in passing rate for EL students - Reduction in numbers of Long Term ELs <p>Staff Responsible for Monitoring: WHO</p> <ul style="list-style-type: none"> - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez -ESL Dept. Chair - Christy Strahan and Christine Mack <p>HOW</p> <ul style="list-style-type: none"> - Provide professional development and materials to all core teachers through Seidlitz training - Utilization of Seidlitz professionals to continue supporting campus through collaboration and feedback - Focused administrator, instructional coach, and district professional walkthroughs including feedback on language rich classrooms <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Focus on EB student performance in PLCs</p> <p>Strategy's Expected Result/Impact: - Increase in performance for EB students across all content areas</p> <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez - ESL Department - LHHS Teachers <p>HOW:</p> <ul style="list-style-type: none"> - Utilize PLC planning time and pull out days to focus on EL student data and needs - Collaborate with ESL department to offer support to all core content teachers <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction 	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize Elevation to develop plans of support for EB students who are struggling</p> <p>Strategy's Expected Result/Impact: - Increase in performance for EB students across all content areas</p> <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Deetrice Thomas (ESL AP) - Christy Strahan and Christine Mack (ESL Dept. Chair) - LHHS Teachers <p>HOW:</p> <ul style="list-style-type: none"> - Utilize ELLevation progress monitoring from all teachers to analyze EB student progress - Develop plans/systems of support for specific students based on teacher feedback in ELLevation - Monitor ELL student progress in content areas in order to offer support as needed - Ensure student performance meets or exceeds district performance growth goal <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Increase TELPAS levels across all EB students Strategy's Expected Result/Impact: - Increase in TELPAS scores across all ELL students Staff Responsible for Monitoring: WHO: - Deetrice Thomas (ESL AP) - Christy Strahan and Christine Mack (ESL Dept. Chair) - ESL Teachers HOW: - Utilize technology such as Lexia, IXL, Flipgrid, Rosetta Stone, and Reading A-Z to help students practice Reading, Writing, Listening and Speaking - Provide opportunities for all students to practice utilizing TELPAS software - Ensure student performance meets or exceeds district performance growth goal Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
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		 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 6: Increase Dual Credit Enrollment

Evaluation Data Sources: Increase students meeting the CCMR indicator from 53% to 60%

Increase students successfully completing dual-credit CCMR indicator from 2.2% to 5% (state definition); Increase students sitting individual dual-credit courses from 1,668 to 2,000

Summative Evaluation: Some progress made toward meeting Objective





Next Year's Recommendation: Continue





Strategy 1 Details	Reviews			
Strategy 1: Increase number of LHHS students in dual credit to 15% Strategy's Expected Result/Impact: -Increased dual credit enrollment -Increase diversity in dual credit enrollment Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - LH Counselors HOW: - Encourage dual credit enrollment - Advertise benefits of dual credit for students and families - Monitor student progress and success in dual credit courses - Increase TSI opportunities Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









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

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

- Evaluation Data Sources:** Increase in diverse demographic representation in RISD hiring from 32.4% to 40%
- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** Continue

Strategy 1 Details		Reviews			
Strategy 1: Seek diverse candidates for hire at LHHS Strategy's Expected Result/Impact: - Increased diversity in demographic representation in hiring - Recruitment and retention aligned with district teacher competencies Staff Responsible for Monitoring: WHO: Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth HOW: - Attend district job fairs to recruit candidates that align with district teacher competencies - Reach out to groups such as Texas Teachers, Teach Plus, Teach Worthy and other alternative certification programs in order to widen pool of applicants Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Set and maintain clear selection criteria, protocols, and induction processes</p> <p>Strategy's Expected Result/Impact: - Effective hiring and placement of staff members</p> <ul style="list-style-type: none"> - Hiring process is aligned with school and district vision - Timely, efficient, and responsive hiring process <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> -Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth <p>HOW:</p> <ul style="list-style-type: none"> - Align hiring process with our school's vision, mission, values, and goals - Align hiring processes with district teacher competencies - Utilize campus specific interview questions to determine best hires - Standardize process across administrators <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Increase hiring and representation of staff and students in all areas including extracurriculars and implement strategies to increase achievement of Hispanic, African American, Asian, ELL and SPED performance as measured by STAAR (see performance growth goals).</p> <p>Strategy's Expected Result/Impact: -Increased teacher and staff diversity on campus -Increased representation in campus leadership and extracurricular participation -Increased achievement in special populations in participation, passing rates, and EOC performance</p> <p>Staff Responsible for Monitoring: WHO: -Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth -Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez , Alan Kirby -LH Club Sponsors</p> <p>HOW: -Utilize fair and consistent hiring practices with district protocols for interviewing (questions, rubric). -Analyze selection processes for hiring or choosing teachers / students for school - representation or clubs to ensure equity is met -Utilize Performance Matters, RISD Light, Eduphoria, MAP data, Lead4Ward, Branching Minds to ensure students' needs are being met to lower the achievement gaps -Use tutoring in Advisory and targeted tutoring after school and on Saturdays to address specific students' needs -Provide professional development to staff members regarding strategies to use for students with disabilities and Emergent Bilingual students</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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





Performance Objective 2: Seek employee input and feedback from RISD staff to inform decision making
Strategic Action Plans: P4.1-P4.7





Evaluation Data Sources: -Focus group responses and staff survey responses
-Teacher response rate









Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: Utilize campus surveys to collect feedback from staff Strategy's Expected Result/Impact: - Increase in staff feedback and input for campus decision making - Increase in positive response rate of staff in focus group response and/or staff survey responses -Develop goals from survey feedback to increase morale and to address discipline concerns Staff Responsible for Monitoring: WHO - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth HOW - Send survey daily within "Wildcat Update" to allow teachers a simple way to submit concerns or feedback - Develop campus specific surveys at certain times throughout the year such as after major events, end of the semester, and end of the school year in order to get staff feedback and opinions Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Increase staff response rate on district surveys Strategy's Expected Result/Impact: Increase staff response rate on district surveys Staff Responsible for Monitoring: WHO - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Herb Ruffin, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth HOW - Encourage participation of all staff in district surveys - Create department competitions and incentives for survey participation - Increase in positive response rate of staff in focus group response and/or staff survey responses from 77% to 90% - Increase teacher response rate from 69% to 85% Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Implement monthly "New Teacher Check-Ins" with Instructional Coaches to collect systematic feedback from new teachers</p> <p>Strategy's Expected Result/Impact: - Increased support for new teachers through mentoring, PD, and New Teacher University</p> <p>- Strengthened lines of communication between new teachers, instructional coaches, and administrators regarding need for support</p> <p>Staff Responsible for Monitoring: WHO</p> <p>-Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez, Alan Kirby</p> <p>-AP Tessa Pettigrew</p> <p>HOW</p> <p>- Develop morning and afternoon check in sessions each month with new teachers and instructional coaches</p> <p>- Create agendas based on needs of new teachers from observations and informal feedback</p> <p>- Utilize Google Form to allow new teachers to give anonymous feedback when needed</p> <p>- Share feedback with administrators or mentors as needed</p> <p>- Use New Teacher University to lead PD for new teachers and help support new teachers in areas for growth</p> <p>- Share important teacher information on the LH Teacher Hub to help teachers navigate and have resources</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Improve campus communication and collaborative decision making Strategy's Expected Result/Impact: - Strengthened lines of communication between administrators and teachers - Increased positive response rate on campus and district surveys regarding communication Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez, Alan Kirby - Department Chairs HOW: - Continue to develop Instructional Leadership Team as a method for collaborative decision making - Utilize "Wildcat Update" and Remind to communicate messages to staff in a timely manner - Meet regularly as an ILT - Frequent check-ins with campus leadership team to streamline and standardize communication to all staff members Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					





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





Performance Objective 3: Provide necessary professional development to successfully implement the Vision, Mission, Goals and Objectives of the district
Strategic Action Plans: P1.1-P1.4









Evaluation Data Sources: -Positive response rate by staff on professional development sessions'
evaluation responses (True North Logic Evaluation)
- PD training calendar
- PD agendas and attendance rosters

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement "Welcome Week" for all new teachers to LHHS, solicit feedback to improve practices on campus, and incorporate activities for socialization among teachers.</p> <p>Strategy's Expected Result/Impact: - Increased capacity of new teachers</p> <ul style="list-style-type: none"> - Positive feedback from new teachers - Increased awareness of Mission, Vision, and Goals - Increased implementation of Mission, Vision, and Goals <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez, Alan Kirby - Department Chairs - Mentors <p>HOW:</p> <ul style="list-style-type: none"> - Develop professional development activities for new teachers based on campus needs - Differentiate professional development based on subject and years of experience - Utilize campus resources and staff to prepare new teachers for success <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide mentors for all year one teachers at LHHS Strategy's Expected Result/Impact: - Increased support for new teachers Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez, Alan Kirby - Mentors HOW: - Assign mentors based on survey, personality, location, and department - Foster relationship building activities with mentor and mentees - Encourage frequent check ins from mentor to offer support - Required monthly meetings with mentors/mentees as designed by RISD Mentoring program Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to provide campus PD based on teacher and student needs</p> <p>Strategy's Expected Result/Impact: - Increased capacity of LHHS teachers and staff</p> <ul style="list-style-type: none"> - Increase positive response rate by staff on professional development offered at campus <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez, Alan Kirby - LH Academic Facilitators: Kylee Bradford - Curriculum Directors/Specialists <p>HOW:</p> <ul style="list-style-type: none"> - Utilize Instructional Coaches and district personnel to seek feedback from teachers and develop responsive PD - Associate principal will gather information from PLCs regarding PD needs - Offer specific support in TRS and Lead4Ward through quality PD - Require professional development on student populations in need, specifically ESL and SPED <p>Title I: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction 	Formative			Summative
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<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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









Performance Objective 4: Strengthen the leadership capacity of campus administrators.









- Evaluation Data Sources:** -Response rate on staff surveys regarding campus leadership
-Certificates of attended PD to strengthen leadership
-Attendance at district-led PD

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: Continue weekly administrator meetings in order to collaborate and build capacity of campus administration Strategy's Expected Result/Impact: - Increased capacity of campus administration - Collaboration across administrators Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth HOW: - Develop agenda for weekly administrator meetings - Collaborate on specific projects and events as a team effort - Build capacity of campus administrators through individual feedback - Focus on student progress and formative data Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Provide clear, written, and transparent roles and responsibilities for all campus instructional leaders Strategy's Expected Result/Impact: - Increased capacity of campus instructional leaders - Protected time for personal growth of campus instructional leaders - Increased completion of leadership tasks Staff Responsible for Monitoring: WHO: - Principal Kerri Jones HOW: - Update Administrator roles chart - Use of T-PESS BOY Goals and T-PESS calendar to provide meetings and meaningful feedback on goals, job performance and areas for growth - Define and update Instructional Coach roles - Build capacity of teacher leaders at Department chair meetings Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Mentoring by campus principal of assistant principals Strategy's Expected Result/Impact: - Increased capacity of administrative team Staff Responsible for Monitoring: WHO: - Principal Kerri Jones - Associate Principal Casey Gray HOW: - T-PESS goals collaboratively set and monitored - High expectations consistently set and communicated - Deliberate modeling - Observation and feedback cycles - Trainings and PD offered to help build skills Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize the district walk through form to give intentional, specific feedback for teacher growth.</p> <p>Strategy's Expected Result/Impact: -Increased campus walkthrough feedback to teachers -Increased admin presence in the classrooms -Increased teacher growth in the classroom -Increased student performance and classroom learning</p> <p>Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth</p> <p>HOW: -Conduct a goal of 5 walk throughs each week -Admin notes on feedback and meetings with teachers -Use Eduphoria to keep walk through documentation and forms -Utilize district T-TESS calendar and schedule to implement T-TESS cycle</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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





Performance Objective 5: Support and retain staff, particularly high-performing staff









Evaluation Data Sources: -Staff responses on campus and district surveys
-Teacher retention rate

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: Implement personalized strategies to support staff Strategy's Expected Result/Impact: - Increased support for staff members - Increased retention of high performing staff members Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez, Alan Kirby HOW: - Use of Wildcat Update to help communicate calendar and upcoming events - Use of Teacher Hub to house resources for teachers - Use of New Teacher University to provide resources to new teachers - Share PBIS and CHAMPS resources to help support staff - Increase presence of assistant principals in PLC and department meetings in order to support staff - Use of digital & engaging strategies, Lead4Ward, and modeling best practices in faculty PD - Staff survey included in daily Wildcat Update to provide direct line for needed support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Systematic recognition of high performing staff members</p> <p>Strategy's Expected Result/Impact: - Increase recognition and celebration of teaching excellence</p> <ul style="list-style-type: none"> - Increase positive staff response on campus and district surveys - Increased teacher retention rate <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez, Alan Kirby - Department Chairs - PBIS Team <p>HOW:</p> <ul style="list-style-type: none"> - IC Monthly staff and faculty member of the month nominations and Twitter advertisements - STAR Teacher and Super Teacher Nominations through district forms - PBIS team recognition of staff members <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop staff morale boosters to be executed throughout the year</p> <p>Strategy's Expected Result/Impact: - Increase positive staff response on campus and district surveys</p> <p>- Increased teacher retention rate</p> <p>Staff Responsible for Monitoring: WHO:</p> <p>- Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth</p> <p>- Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez, Alan Kirby</p> <p>- Instructional Leadership Team</p> <p>- PTA</p> <p>- PBIS Team</p> <p>HOW:</p> <p>- Intentional appreciation/incentives at staff meetings</p> <p>- Morale boosters at specific times throughout the year based on teacher need (October, February, testing, etc.)</p> <p>- "December To Remember" week of appreciation activities</p> <p>- Host Teacher appreciation week</p> <p>- PBIS morale boosters, contests, and fun at holidays and celebratory times</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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









Performance Objective 1: Increase links between home and school by providing systemic opportunities for parent engagement
Strategic Plan Action Plans: C2.1-C2.3

Evaluation Data Sources: -Response rate by parent/community in focus groups meetings and surveys
-Parent participation at events

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: Design a variety of parent engagement opportunities throughout the year Strategy's Expected Result/Impact: - Increased links between home and school - Strengthened lines of communication between all stakeholders Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez - Campus Committees - Athletic Directors - Lonnie Jordan and Alonna Miller - Club Sponsors HOW: - Varied parent engagement opportunities for targeted groups (Wildcat Welcome, Senior Parent Night, etc.) - Utilize community surveys to change events based on parent needs and wants - Advertise on Parent Hub parent engagement opportunities - Advertise on PTA, Wild for Cats, Athletic, Band, and Academic Boosters' websites opportunities for Parent Engagement -Provide translation in communication outlets (i.e. Smore & Blackboard) and at events when needed	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Advertise specific communications to historically underrepresented groups regarding events. Strategy's Expected Result/Impact: - Increased participation numbers across community events - Increased representation of all populations at community events Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez - LH Counselors HOW: - Individual phone calls to students/families regarding upcoming events - Strategic targeting of sub-populations of students - Use of translation services to help advertise events and communications in family's home language - Use Blackboard, Principal's Newsletter, and Parent Hub to streamline communication to parents and families		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Encourage engagement of the families with students involved in extracurricular activities in booster groups and opportunities for service and school engagement. Strategy's Expected Result/Impact: - Increased participation in booster groups across all activities - Increased parent / guardian participation and service - Increased parent / guardian and family engagement Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - LH Counselors - Lonnie Jordan and Alonna Miller (Athletic Directors) - Reagan Brumley (Fine Arts Coordinator) - Sponsors/Coaches HOW: - Advertise and encourage participation in booster groups such as Wildcat Club, LHABC, Boosters, etc. Title I: 4.1, 4.2		Formative			Summative
		Nov	Jan	Mar	June
					



No Progress



Accomplished



Continue/Modify



Discontinue





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









Performance Objective 2: Enhance communication processes to provide stakeholders with timely, effective and reliable communication via a dynamic communication system













Evaluation Data Sources: -Response rate from internal and external stakeholders in focus group and/or survey
-Parent participation

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: Continue LHHS Parent Newsletter sent to all stakeholders on a weekly basis. Strategy's Expected Result/Impact: - Strengthened lines of communication between all stakeholders - Increase awareness of LH positives and student success Staff Responsible for Monitoring: WHO: Kerri Jones (Campus Principal) HOW: - Weekly development and disbursement of Wildcat Weekly - Opportunities for staff and community members to include items in newsletter TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Actively engage with community using LHHS Social Media Twitter Strategy's Expected Result/Impact: - Strengthened lines of communication between all stakeholders - Share positives of LHHS and student success Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth HOW: - Assign specific administrators to post and monitor LHHS social media - Frequent check-ins regarding what should be communicated through social media - Timely posts regarding events, news, and other campus information - Share parent newsletters and student / parent resources on Twitter TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Distribute student survey through specific classes and develop action plan based on results Strategy's Expected Result/Impact: - Increase in positive cultural climate - Increase in representation of student needs and wants in campus decision making processes Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez - Student Focus Groups HOW: - Provide opportunity for maximum number of students to give feedback on student surveys - Utilize student leadership teams to provide feedback to administration - Develop action plans based on opinions and feelings of students as reflected in survey results ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Utilize Blackboard Connect system to distribute information to families Strategy's Expected Result/Impact: - Strengthened lines of communication between all stakeholders Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth HOW: - Strategic call outs to stakeholders - Timely, efficient communication of campus policies, events, and news through Blackboard Connect system ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Ensure that our College & Career Counselor regularly communicates with all stakeholders regarding opportunities for students. Strategy's Expected Result/Impact: - Increased communication between College & Career Counselor and LHHS community - Increased participation in College & Career events Staff Responsible for Monitoring: WHO: -Robin Finklea - Kerri Jones, Casey Gray, Tessa Pettigrew, and Masud Shamsid-Deen HOW: - Utilize College & Career Counselor to reach out to families regarding upcoming opportunities - Analyze data regarding past participation in order to develop plan for targeting specific families Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Continue community involvement in the district strategic planning process.

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

Summative Evaluation: Some progress made toward meeting Objective



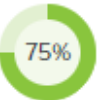

Next Year's Recommendation: Continue






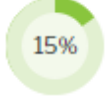


Strategy 1 Details	Reviews			
Strategy 1: Encourage involvement of Lake Highlands stakeholders in the RISD strategic planning process Strategy's Expected Result/Impact: -Continued community involvement in the district strategic planning process Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez -LH Teachers -LH Staff -Parents -Community Members HOW: - Advertise district strategic planning committees through LH communication channels - Encourage teachers and community members to engage in strategic planning process Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









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

Performance Objective 4: Expand volunteer opportunities for existing partners and create opportunities for community groups and corporations
Strategic Plan Action Plan: C2.1

- Evaluation Data Sources:** Catalog of volunteer hours, names, hours, organizations, locations. Data collected this year is baseline.
- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** Continue

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for seniors to connect with a partner. Strategy's Expected Result/Impact: - Increase in amount of students who are connected with community partners - Strategic partnerships throughout the LH community - Increase in positive relationships in school and community - Increased mentorship opportunities Staff Responsible for Monitoring: WHO: - Tessa Pettigrew (Senior AP) - Assistant to Senior AP - LH Club and Extracurricular Sponsors HOW: - Facilitate opportunities for students to partner with community stakeholders - Participate in RISD "Partner For All" Program - Lead programs for students like AVID's Academic Ambassadors Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Actively seek community partners for LHHS. Strategy's Expected Result/Impact: - Increased connection between local businesses and LHHS Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Club Sponsors HOW: - Develop relationships with businesses and community members - Utilize community partnerships to support students and staff - Implement campus based volunteer opportunities with Voly - (i.e. JWAC and Health Services) Title I: 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Encourage 100% of staff members to join PTA Strategy's Expected Result/Impact: - Increased PTA membership Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Department Chairs HOW: - Increased staff participation in PTA - Monitoring of staff PTA membership Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Strategically recruit volunteers for campus events and initiatives. Strategy's Expected Result/Impact: - Increased connection between community stakeholders and campus Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Sherry Hicks (Executive Assistant) - Club Sponsors and Coaches HOW: - Utilize PTA and Volunteer database to reach out to potential volunteers - Actively recruit volunteers from the community Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			


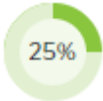


Goal 5: We will actively pursue creative funding sources and responsibly manage current resources to support our mission.









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

Evaluation Data Sources: -District FIRST rating
-District bond rating

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details		Reviews			
Strategy 1: Request additional district funding in order to implement EOC Action Plan Strategy's Expected Result/Impact: - Increased EOC scores - Improvement in students' reading lexiles scores - Increased funding sources for tutorials and incentives Staff Responsible for Monitoring: WHO - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth HOW - Submit additional funding request to maximize budget for tutorials and incentives - Develop EOC action plan with teacher leaders, Instructional Coaches, and administration in order utilize funding in the most impactful ways - Create after school groups for additional EOC tutoring opportunities - Utilize district bus transportation to help support students who need rides home after tutoring support after school and on Saturdays Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: Educate club sponsors and department chairs on district and campus funding guidelines and expectations Strategy's Expected Result/Impact: - Increased fidelity in spending across all groups and departments - Expenditures support student outcomes and teacher morale/retention Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Financial Executive Assistant - Jennifer Delfeld - Club Sponsors - Department Chairs HOW: - Financial secretary will meet with all club sponsors and department chairs at least twice per year regarding finances - Club sponsors and department chairs will utilize campus order forms and approval processes in order to spend budget money - Train and support all staff and employees about spending, aligning expenditures to student outcomes and teacher morale/retention, and proper procurement procedures Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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





Performance Objective 2: Campus identifies and seeks alternative revenue services and qualifies for grants to meet the needs of all stakeholders.





Evaluation Data Sources: Revenue generated from federal, state and competitive grant programs along with local charitable organizations









Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
Strategy 1: Coordinate fundraising activities for senior class Strategy's Expected Result/Impact: - Increased funding for senior class Staff Responsible for Monitoring: WHO: - Tessa Pettigrew (Senior AP) - Jennifer Ramirez (assistant to Senior AP) HOW: - Senior t-shirt sales at various events during the year - Promotion of fundraising activities such as check writing campaign and annual powderpuff game Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Promote Excellence in Education fundraising campaign led by LH Education Foundation.</p> <p>Strategy's Expected Result/Impact: - Grants and scholarships for staff and students provided by Excellence in Education to fund classroom and instructional initiatives.</p> <ul style="list-style-type: none"> - Increased contributions by LH staff to Excellence in Education. - Increased community, parent, and teacher participation in supporting educational pursuits and excellence. <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none"> - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth <p>HOW:</p> <ul style="list-style-type: none"> - Communicate with staff about the importance of Excellence In Education - Promote EIE fundraising campaign - Assistant principals encourage teachers to apply - Teachers apply to get instructional initiatives funded for students through Wild for Cats and Women's League <p>Title I: 2.5</p> <ul style="list-style-type: none"> - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture 	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Utilize Wild For Cats as a funding source for staff needs and professional development Strategy's Expected Result/Impact: - Increased funding for staff needs and professional development - Enriched staff professional development experiences - Enriched student instructional experiences - Enhanced teacher creativity for instructional pursuits Staff Responsible for Monitoring: WHO: - Kerri Jones (Campus Principal) - Wild For Cats Academic Booster Club HOW: - Encourage staff to apply for funding through Wild For Cats - Communicate decisions made by Wild For Cats and Local School Council regarding funding - Celebrate teacher and student accomplishments from use of the grant money Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Allow clubs and groups to pursue creative funding sources through fundraising Strategy's Expected Result/Impact: - Increased revenue for clubs and groups - Increased support for students and extracurricular initiatives - Increased opportunities for students - Increased equity for students to participate and explore extracurricular educational opportunities Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Financial Executive Assistant - Jennifer Delfeld - Club Sponsors and Coaches HOW: - Food days throughout the year where clubs can sell promotional food items during lunch - Performance fundraisers for specific groups (Cheer, Wranglers, etc.) - Seek community donations and sponsorships for clubs and groups - Participation in events to advertise and raise money for club/group. Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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









Performance Objective 1: Ensure the safety and security of students, staff, and visitors at Lake Highlands High School













Evaluation Data Sources: -Response rate from internal and external stakeholders in focus group and/or survey responses

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Hold "I Know What To Do Day" a minimum of four times per year and implement required drills.</p> <p>Strategy's Expected Result/Impact: - Increased knowledge of safety and security procedures on campus</p> <p>Staff Responsible for Monitoring: WHO:</p> <ul style="list-style-type: none">- Kendall Hutchinson- LH Teachers <p>HOW:</p> <ul style="list-style-type: none">- Train staff and students on various safety and security processes and procedures- Ensure all staff and students are well informed regarding safety and security- Participation in Evacuation, Hold and Secure, Lockdown, Shelter in Place and Fire Drills during Safety Week - August 29th-September 2nd- IKWTDD scheduled for: 10/27 Evacuate drill, 12/1 Hold/Secure Drill, 2/2 Lockdown drill, 4/13 Shelter in Place drill.- Utilize Informa Cast notification system app and website to schedule drills.- Utilize Informa Cast app and website to track drills, take notes, reflections, and document needed updates after drills.- Use Blackboard Connect to communicate with parents after each drill.- Complete 1 fire drill per month, 1 lockdown drill per semester, 1 secure drill per year, 1 shelter per year, 1 evacuation per year, and 1 hold per school year.				

Strategy 2 Details		Reviews			
Strategy 2: Communicate with stakeholders regarding campus safety protocols and drills Strategy's Expected Result/Impact: - Increased knowledge of safety and security protocols Staff Responsible for Monitoring: WHO: - Kendall Hutchinson (AP) - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth HOW: - Communicate on-going safety protocols to students and staff - Use Blackboard Connect to send callouts communicating with stakeholders regarding drills and events - Receive training and utilize the InformaCast app and website - Utilize Advisory time to review safety protocols		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Ensure that students follow dress code and cell phone policies and require all students and staff to wear IDs in order to enter and/or do business on campus Strategy's Expected Result/Impact: - Increased security on campus - Implementation of district and campus policies Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Front office staff - Department Chairs - LH Teachers - PBIS Team - LITE HOW: - Create teams of administrators and teachers at each entrance in order to reinforced ID, cell phone and dress code expectations - Positively reward students and staff with Wild Cash for wearing IDs and following campus and district expectations - Create new ids for students in Library and L Front Office - Students not wearing IDs will be required to get a temporary ID at the front office. - Create system to track ID, cell phone and dress code violations and consequences		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 4 Details	Reviews			
Strategy 4: Implement monthly safety drills Strategy's Expected Result/Impact: - Documentation of safety drills - Increased knowledge of safety protocols and processes Staff Responsible for Monitoring: WHO: - Kendall Hutchinson (AP) HOW: - Develop plan for safety drills each month - Communicate safety drills with local first responders, staff, and stakeholders - Hold review sessions for feedback after drills - Receive training on InformaCast and utilize app and website - Complete 1 fire drill per month, 1 lockdown drill per semester, 1 secure drill per year, 1 shelter per year, 1 evacuation per year, and 1 hold per school year.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Every single campus visitor must be run through Raptor and have a printed name tag on at all times Strategy's Expected Result/Impact: - Increased safety on campus - Accountability for all visitors on campus Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Front office staff HOW: - Front office staff will use Raptor to ensure that each campus visitor who enters the building is safe. - When large events occur, admin team will use Raptor in advance to help campus guests enter campus in a timely fashion by having name tags ready for pick-up.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

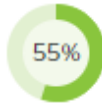



Goal 6: We will ensure that our facilities and infrastructure adapt to support our mission.









Performance Objective 2: Update CIP Quarterly to show completion: November 15; January 24; March 28; June 6th

Evaluation Data Sources: - CIP data
- Meeting agenda and notes

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue









Strategy 1 Details	Reviews			
Strategy 1: Facilitate Instructional Leadership Team sessions to update CIP Strategy's Expected Result/Impact: - Increased analysis of CIP - Increase in collaborative decision making with campus leadership - Increased awareness of LH goals Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez, Alan Kirby - Instructional Leadership Team HOW: - Meet quarterly as an ILT to update CIP and track progress Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for all stakeholders to give feedback regarding aspects of the CIP. Strategy's Expected Result/Impact: - Increase analysis of CIP - Increase in collaborative decision making Staff Responsible for Monitoring: WHO: - Campus Administration: Kerri Jones, Casey Gray, Kendall Hutchinson, Deetrice Thomas, Marion Wildes, Orlando Champion, Masud Shamsid-Deen, Tessa Pettigrew, and Tommy Lamberth - Instructional Coaches: April Roberts, Veronica Tackett, Ramiro Gonzalez, Alan Kirby - Instructional Leadership Team HOW: - Seek feedback from multiple stakeholder groups - Utilize parent engagement opportunities and surveys, staff feedback, and student focus groups to update CIP Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Voter Registration plan to allow Seniors turning 18 to register to vote

- Evaluation Data Sources:** -Voter Registration Registry
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** Continue

Strategy 1 Details	Reviews			
Strategy 1: Seniors turning 18 will have the opportunity to register to vote and learn about Voter Registration Strategy's Expected Result/Impact: -Increased number of Seniors (18 yr) registered to vote Staff Responsible for Monitoring: WHO: -Campus Administrator: Kerri Jones -Campus Registrar: Maggie Karnowski -Government Teachers HOW: -Government classes will implement lessons created by SS department -Registration Sign-up days: September 19-20, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				