

Richardson Independent School District

Richardson High School

2022-2023 Campus Improvement Plan



Mission Statement

RHS - Learning today for tomorrows possibilities.

RISD - To serve and prepare all students for their global future.

Vision

RISD - Where all students Connect, learn, grow, and succeed

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Richardson High School's 2019-2020 enrollment is 2702; 780 freshmen, 700 sophomores, 644 juniors, and 578 seniors. We have 50.8% of our student body on free/reduced lunch, and we have over 40 different languages spoken; the top three are Spanish, Urdu, and Arabic. Our student body consists of following the percentages: 27.8% White, 16.8% African American, 6.8% Asian, 44.8% Hispanic, and 3.3% Multi-Racial. There has been an increase in the number of students in Special Education and ESL over the past five years.

Richardson High School has students who are selected from across the district to attend our Magnet programs, as well as, the students who progress through our feeder pattern. RHS has a staff of 235: 200 instructional staff members, 1 lead Principal, 1 Associate, 6 Assistant Principals, 1 Instructional Coach, 11 counselors and 1 College and Career Counselors and 1 University of Texas at Dallas intern. Our diverse student and staff population functions as a tight community and realizes we will connect and soar, our 2019 school theme.

Demographics Strengths

Richardson High School continues to be recognized for College and Career Readiness programs and on the national level by US News and World Report, Washington Post, and Niche. This continue to be a National AVID Demonstration Site, highlighting our utilization of AVID instructional strategies campus-wide. RHS's AVID staff are recognized as National Presenters and Subject Matter Experts. RHS houses 10 magnet programs; Culinary Arts, Communications, Science, Law, Theater, Tech Theater, Photography, Visual Arts, Robotics, and Computer Science. Other obvious strengths are the diversity and involvement of our internal and external customers and stakeholders. They contribute to ongoing, annual traditions, such as: pep rallies, Community Picnic, Eagle Celebration, 5K College Run, Homecoming Parade, Senior Walk, Carousel, Senior Dedication,

Student Achievement

Student Achievement Summary

RHS will continue to provide strategies and guidance in curriculum that will address the needs of SpED and ELL students.

1. 2018 STAAR data reveals that SPED, ELL, African American, Hispanic populations count in more than one accountability area.
2. 2018 STAAR data reveals that these populations scored lower in all tested areas; thus showing a need for additional academic interventions
3. Numbers for ACT/SAT
4. AP numbers

Student Achievement Strengths

RHS had increased participation and performance in:

1. African American in ELA 1 - increased 8%
2. Multicultural increase in ELA 1 - increased 12%
3. SPED increase in ELA II - increased 7%,
4. Econ. Disad Increase 10% in Alg 1
5. SPED in ELA II Increase by 14%

School Culture and Climate

School Culture and Climate Summary

Overall, RHS students enjoy coming to school and believe the campus is a safe and nurturing environment. The district emphasis on addressing classroom and campus behavior management sustain through the implementation of Positive Behavior and Intervention Support (PBIS) as well as Restorative Practices will help support the success of all students at RHS. This new implementation will address current escalating rates of students being removed for persistent misbehavior including discretionary DAEP placements. RHS believes this proactive approach will promote a culture of positive interactions between the RHS community.

School Culture and Climate Strengths

RHS's PBIS committee consists of teachers, counselor, and an administrator. The committee has met several times over the past year to discuss, facilitate, and implement various intervention support strategies. As part of RHS's summer staff development, the PBIS committee proactively engaged the entire staff in intervention skits, positive behavior posters (posted in hallways), and enhance building relationships between all RHS stakeholders.

RHS will continue to provide the Compelling Why program to encourage minority male and female students to an active role in their school life.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Richardson High School focuses on hiring highly qualified and student focused staff members. Richardson High School has a staff retention rate of 90% percent. The staff is supported by: campus and district administration, district curriculum directors and specialists, district and campus level professional development, PLCs, ILT, and the instructional coach. Leadership development of staff is encouraged by participation in: Assistant Principal Leadership Academy, ILT, PBIS team, and PLC leads. Additionally, new teachers are supported with: implementation of the New Teacher Academy, RPM program, department chairs, PLCs and the instructional coach.

Staff Quality, Recruitment, and Retention Strengths

Richardson High school staff are supported through: administrative observations and walkthroughs, PLC time, and the instructional coach. During PLC, staff are able to collaborate, develop curriculum and interventions to benefit their students, and analyze data. Staff members are encouraged to take leadership roles all around campus in various teams including: PLCs, PBIS, ILT, AVID site team, and RPM. Experienced staff members take a key role in mentoring, training and providing support for new teachers. A campus survey is distributed to staff, students, and parents bi-yearly. The results are analyzed in order to make improvements to procedures and instruction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Richardson High School has implemented a comprehensive plan to directly design implementation monitoring evaluation and revision of curriculum. Various data sources are utilized regularly to inform curriculum development as well as the deployment of central level specialists to support implementation of instruction. Data indicate the need for continued refinement of curriculum and the associated professional development in order to identify best practices for advancing the progress of English Language Learners, Bilingual students, dyslexic students and special education students. Additional comprehensive plans guide the development of local student assessments both formative and summative as well as the utilization of assessment data to inform instructional decisions.

Curriculum, Instruction, and Assessment Strengths

1. Instructional Coach - curriculum support for instructional staff
2. PLCs: data analysis, classroom observations, planning, and instructional strategies
2. Collaborative spaces in 2nd-year for the campus will support intervention for a student during regular school hours.
3. Select Freshman, All Sophomores and Select Juniors will take the PSAT exam.
4. Naviance - utilized in all four grade levels: college and career center, exam registration, scholarships, and community service
5. Instructional Big 4 focus initiative. Growth, Relationships, Instruction, and technology
6. AVID strategies, including but not limited to WICOR - utilized campus-wide
7. CTE licenses and certifications - increased numbers

Parent and Community Engagement

Parent and Community Engagement Summary

Richardson High School strives to maintain the excellent relationship with members of the community by providing opportunities for involvement for students, staff and parents. Richardson High School will continue to provide opportunities for increased stakeholder input, and will continue to promote the district wide translator program, and parent informational sessions. Video messages will be utilized for communication with all stakeholders.

Parent and Community Engagement Strengths

Richardson High School celebrates all members of the community through: Multicultural Night, ELL Parent Night, Community Picnic, 5k Spirit Run, and Eagle Celebration. RHS provides educational opportunities for families and students to be involved, such as: College 101, AVID Parent Dinner, AVID Open House, Power Parent, Parent/ Student Wellness Meeting, College and Career Fair, Family Connections, the anti-bullying committee, and Better Me Week. RHS encourages family and community involvement in: Athletic and Fine Arts Booster Clubs, RHS Homecoming Parade, Football tailgates, and PTA. Our parents are provided consistent information at Student registration, Freshman orientation, Eagle Link, magnet recruitment, parent conference night, social media, Blackboard Connect, and Senior class parent dinner. RHS continues to broadcast student presentations of pro-activity and the effects of bullying/harassment, dating violence, suicide prevention and abuse in every classroom through Eagle Eye. We have also created parents connect group that will focus their time on engaging our Spanish speaking population.

School Context and Organization

School Context and Organization Summary

The district goal for 2019-2020 is that we Say Something to all students, teachers, administrators, and all personnel. The district and campuses are focused on growth goals to include 100% of RISD students to be successful within the time line established by the state. Campuses are building their schedules to maximize instructional time and to provide opportunities for student interventions. Campus data meetings will be scheduled to focus on student interventions to monitor campus success with student performance.

School Context and Organization Strengths

Staff development opportunities consisted of: PBIS strategies and interventions, TTESS components and overview, AVID school wide strategies, Literacy and Critical Writing across the content area, an Ed camp for best practices, and legal updates. New Teachers at RHS are supported through: New Teacher Academy, that offers lunch and learn opportunities as well as additional training opportunities for new teachers and the RPM program, which sets them up with experienced teachers for a mentoring program. Administration supports all teacher through walkthroughs and observations. The daily schedule at RHS allows for maximum time, student interventions and effective use of personnel and facility.

Technology

Technology Summary

Technology integration is an important component of student learning at RHS. Teachers use the devices to facilitate technology integration within student learning and provide feedback.

- RHS has 1 to 1 Chrome Books - 2700 issued
- Math department has 96 iPads
- Social Studies has access to approximately 36 iPads through Secondary Social Studies Curriculum and Instruction
- TI Navigator technology, lab probes
- Teachers in the new wing at RHS will utilize the new Epson projectors
- Teachers received new HP Spectre X360 laptops in August
- All network technology is set to be replaced in the next two years as a part of the recent bond approval which will implement Smart Boards in the classrooms along with new wiring and projectors.
- New wiring and AV has begun to be replaced in the band hall.
- Teachers will utilize the new district tool, Schoology
- Use of FOCUS continues

Note: Teachers are also using educational APPS such as Remind, Socrative, Edmodo, and Quizlet, and flipgrid throughout the building

Technology Strengths

Technology Strengths:

1 to 1 chrome book for ALL students. BYOD, Learning Ally, Read 180, System 44, Google classroom, Edline, Chrome Books, iPads, Flipped Curriculum, On Ramp for students in dual credit, iPads, laptops, and Epson projectors. There is continual growth of teachers utilizing Google Classroom for assignments and moving away from paper. The bond is paying for the upgrade in technology which will benefit all students.

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
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results

Student Data: Student Groups

- Dyslexia 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

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 unique needs of all our students.

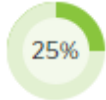



Performance Objective 1: RHS will deliver a rigorous and relevant curriculum using instructional strategies designed to engage learners in meaningful learning experiences





Evaluation Data Sources: RHS will Meet Standard









Summative Evaluation: Significant progress made toward meeting Objective









Next Year's Recommendation: Continue to use the PLC model to design tiered learning experiences that engage learners and align to the RISD Graduate Profile.









Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Employ varied alternative disciplinary methods such as Positive Behavior Interventions and Supports (PBIS), Advisory, and lunch and after school interventions.</p> <p>Strategy's Expected Result/Impact: Discipline rates Tutoring logs</p> <p>Staff Responsible for Monitoring: RHS Administration OLT/PBIS Committee Elise Curry Von Ensley Chris Choat Ali Reams ILT Specialized Advisory groups</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>				









Strategy 2 Details	Reviews			
<p>Strategy 2: Offer specialized pull-out intervention sessions by utilizing new collaboration spaces, specialized advisory groups, and tutoring for students to target low performing areas in Alg. 1, Biology, ELA 1, ELA 2, and US History</p> <p>Strategy's Expected Result/Impact: QSA data 9 week grade reporting Common assessments RTI/MTSS Branching Minds MAP Growth (BOY to MOY) HB 4545</p> <p>Staff Responsible for Monitoring: Sped Department ELL Department RHS Admin: Ali Reams and Aurora Everett Alg 1 PLC RLA 1 PLC RLA 2 PLC Biology PLC US History PLC Specialized Advisory Amanda Witter Beth Childs Cassie Stegall Lauren Hawkins</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure that all staff is trained with educational and behavioral strategies in dealing with at risk students: RTI, CPI, EB Dyslexia, 504, and SPED</p> <p>Strategy's Expected Result/Impact: Sign in sheets SPED Compliance ELL Compliance 504 Compliance Module completion for all new teachers.</p> <p>Staff Responsible for Monitoring: RHS Admin Jennifer Walter Lisa Wright Sara Rice Megan Cole Nikki Clark Debbie Reese Laura Mallett RHS Counselors ICs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
	 70%	 90%	 90%	 100%

Strategy 4 Details		Reviews			
Strategy 4: Campus PBIS committee will meet monthly to determine staff needs and training dates in order implement the three tiered discipline system campus wide. Strategy's Expected Result/Impact: Discipline data Attendance data Grade reporting Staff Responsible for Monitoring: OLT/PBIS committee Chris Choat Elise Curry ILT Ali Reams ICs RHS Admin RHS Staff 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 5 Details		Reviews			
Strategy 5: Create a list of clubs and organizations for all RHS stakeholders Strategy's Expected Result/Impact: Clubs and Organization sheet Staff Responsible for Monitoring: Dr. Bill Parker RHS Staff Title I: 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 6 Details	Reviews			
Strategy 6: Promote Clubs and organizations at Freshman Orientation, schedule pick-up, Welcome Back Picnic, Fall Open House, Magnet Night, and the Learning Community Luncheon, due to Covid 19 restrictions events may be virtual Strategy's Expected Result/Impact: Club/Organization sign up sheets Staff Responsible for Monitoring: RHS Administrative team Dr. Bill Parker PTA Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Recruit Magnet Members through Application, Interview, and Selection process. Strategy's Expected Result/Impact: Number of students in magnet program Sign in sheets/ Attendance at College 101 Nights Staff Responsible for Monitoring: Dr. Bill Parker Kristine Thomas Wright Yushi Mejia Cosondra Clay RHS Magnet Staff RHS Counselors Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details		Reviews			
Strategy 8: Continue Service Learning Projects for Developmental Program participation in school and community activities. Strategy's Expected Result/Impact: Increased Community Involvement Staff Responsible for Monitoring: Shari Penny Peggy Hendrix Janis Townsend Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 9 Details		Reviews			
Strategy 9: Train all staff on RISE (CHAMPS) and the campus discipline process to implement PBIS at the classroom level. Strategy's Expected Result/Impact: Discipline data Staff Responsible for Monitoring: PBIS Team RHS Admin RHS admin interns RHS Teachers Title I: 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 10 Details	Reviews			
Strategy 10: RHS will follow TEA guidelines for ALC for HB4545 Strategy's Expected Result/Impact: RHS will identify (using 8th grade data) at risk students, 9-12, who did not meet EOC passing scores Staff Responsible for Monitoring: Ali Reams Aurora Everett RHS Admin ICs Core Departments/PLC leads ILT RHS Counselors ELL SPED TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - 199 - State Compensatory Education	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 unique needs of all our students.









Performance Objective 2: RHS will Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning

Evaluation Data Sources: Move as a campus from Emerging to Proficient in overall measurement in the area of classroom on the BrightBytes Survey. This includes teacher and student use of the 4C's (Communication, Collaboration, Critical Thinking & Creativity), teacher and student Digital Citizenship skills, and using digital methods for assessment within the classroom.

Summative Evaluation: Met Objective

Next Year's Recommendation: Align content, language and goals to the Graduate Profile.

Strategy 1 Details	Reviews			
Strategy 1: Utilize chrome books and collaboration spaces to enhance learning for ELA, Science, Social Studies and Math core content areas. Development of a system to organize flexible spaces in order to complete student interventions during the school day. Strategy's Expected Result/Impact: QSA data Intervention documentation EOC Data 9 week grade reporting Advisory Interventions Staff Responsible for Monitoring: RHS Admin Core Content IC Dept. Heads PLC Team leads Sped Department ELL Department Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - 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			
Strategy 2: Incorporate digital citizenship and critical internet safety strategies via campus based lessons. Strategy's Expected Result/Impact: Intervention documentation Academic integrity Advisory Lessons Staff Responsible for Monitoring: RHS Admin Beth Childs Amanda Brantley Lauren Hawkins Cassie Stegall Shannon Tabb RHS Staff TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		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 unique needs of all our students.



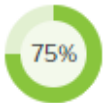



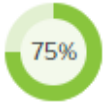

Performance Objective 3: RHS will support healthy life choices by students and staff









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









Summative Evaluation: Met Objective













Next Year's Recommendation: Review materials for implementation and consider how to make them easily assessible and referable to for staff and students.













Strategy 1 Details	Reviews			
Strategy 1: Review Anti Bullying, dating violence policies, harassment and the campus action plan through class orientation. Bullying and harassment reporting procedural signs will be displayed throughout the building. Strategy's Expected Result/Impact: Discipline Posted Signage Action Plans Parent Communication Staff Responsible for Monitoring: Von Ensley Anita Cepeda RHS Admin RHS Staff RHS Counseling Staff Title I: 2.5, 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Continue to Broadcast student presentations of pro-activity and the effects of Bullying/ harassment, dating violence, suicide prevention, and abuse in every classroom through Eagle eye. Strategy's Expected Result/Impact: Scripts Shoot and broadcast presentations Better Me Week Hope Store Staff Responsible for Monitoring: Chris Choat RHS Admin Brent Morton RHS Counselors Title I: 2.5, 4.2 - 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: Continue to bring awareness to social and emotional health/SEL issues through Better Me, Teen Screen, Peer Helpers Lunch Bunch, L.I.F.T, advisory lessons, Classroom guidance meetings, and the campus Care Closet. Strategy's Expected Result/Impact: Staff and Student Surveys Staff Responsible for Monitoring: Chris Choat Brent Morton Von Ensley Anita Cepeda Colleen Monier RHS Counselors RHS Staff Title I: 2.5, 2.6, 4.1 - 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 4 Details		Reviews			
Strategy 4: RHS will utilize the district Bullying investigation form when an incident arises on campus. RHS admin will investigate any report from students or staff of bullying incidents. A follow-up with parents will be conducted each time a report of bullying is investigated. Strategy's Expected Result/Impact: Decrease in number of bullying reports. Staff Responsible for Monitoring: RHS Admin team RHS Staff Student Services Title IX Coordinator Title I: 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: Counselors will conduct Time to Act curriculum through RLA classes to assure all students in 9th grade will complete the teen screen process. Strategy's Expected Result/Impact: Data from teen screen Documentation on follow up from teen screen data. Staff Responsible for Monitoring: RHS Counselors District counseling support Title I: 2.5, 2.6, 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 6 Details	Reviews			
Strategy 6: Monitor immunizations, student absences for communicable disease issues, and campus ERT/AED drills in an effort to maintain the coordinated health program at RHS. Strategy's Expected Result/Impact: Health forms Attendance records Nurse's notes Staff Responsible for Monitoring: RHS Nurses RHS administration RHS Staff RHS ERT Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: RHS will work with Student services and Learning Community JH's to identify at-risk students and develop a plan that will meet the needs of Identified students and assist in the transition of all students from JH to HS. Social contracts and restorative practices will be utilized to support students needs. Strategy's Expected Result/Impact: Social contract documentation Discipline data reviews Admin meeting with feeder JHs Staff Responsible for Monitoring: Student Services Dr. Tharp RHS Admin Aurora Everett Ali Reams Learning Community Feeder schools 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	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: RHS will implement Live Wise Live Healthy program and highlight monthly awareness topics. Strategy's Expected Result/Impact: An increase in awareness and support programs. Staff Responsible for Monitoring: RHS Counselors RHS Admin Peer Helpers Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Educate students and roll out the use of Anonymous Alerts for students to share peer concerns for all student environments. Strategy's Expected Result/Impact: Early Intervention Discipline data Staff Responsible for Monitoring: RHS Admin Dr. Bill Parker Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Develop L.I.F.T. Team to partner referred students with staff support. Strategy's Expected Result/Impact: Student referrals Staff Responsible for Monitoring: Scott Sharp Chris Choat L.I.F.T. Team Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 11 Details	Reviews			
Strategy 11: Train all RHS staff in suicide and substance abuse prevention and intervention through district compliance training. Strategy's Expected Result/Impact: Teacher digital sign-in Staff Responsible for Monitoring: RHS Admin Team RHS Counselors RHS Staff 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 12 Details	Reviews			
Strategy 12: RHS will continue strategies set by Super SAC for Diversity Celebration Week with students. Strategy's Expected Result/Impact: Student participation Staff Responsible for Monitoring: Chris Choat Student Council RHS Admin Brent Morton Title I: 2.5 - 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 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.









Performance Objective 4: RHS will address district and campus Connecting Cultures initiatives.

Evaluation Data Sources: Campus survey
Student connecting cultures survey
District feedback

Summative Evaluation: Met Objective

Next Year's Recommendation: Implement Multi-Cultural Night and advisory resources for staff and students.

Strategy 1 Details	Reviews			
Strategy 1: RHS representation on the district level Equity and Diversity Committee. Strategy's Expected Result/Impact: Campus-based survey Community-based survey Staff Responsible for Monitoring: Michelle King Kelly Dansby Ken Honaker RHS Equity Committee 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 2 Details	Reviews			
<p>Strategy 2: Implement campus-based Racial Equity Committee. Regularly meet to design Connecting Cultures lessons to be shared through campus advisory. Staff will receive Connecting Cultures targeted training through various site-based learning PD.</p> <p>Strategy's Expected Result/Impact: Teacher sign-in Campus-based survey</p> <p>Staff Responsible for Monitoring: Michelle King Kelly Dansby Aurora Everett Conrad Leonard RHS Counselors Ali Reams RHS Advisory staff RHS Equity Committee</p> <p>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
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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





Performance Objective 1: RHS will align and maintain written, taught, and assessed curriculum at all grade levels and in all subject areas





Evaluation Data Sources: RHS Campus will Meet Standard





Summative Evaluation: Significant progress made toward meeting Objective





Next Year's Recommendation: Leverage the successes seen in EOC passing growth to align instructional goals to the Learner Growth Profile.









Strategy 1 Details	Reviews			
Strategy 1: Encourage, monitor, and archive GT professional hours to increase engagement and rigor in the classroom. Strategy's Expected Result/Impact: Teacher sign-in sheets AP Goals Sheets AP exam scores AP study sessions tutoring logs annually updated certificates; APSI and GT Staff Responsible for Monitoring: Chris Choat Michelle King Alison Reams Elizabeth Swaner Cosandra Clay Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - 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: Examine, reflect and set goals for AP participation and performance of students through individual and group AP instructor meetings.</p> <p>Strategy's Expected Result/Impact: Teacher-Sign In Sheets AP Goals Sheets AP exam scores AP study sessions tutoring logs annually updated certificates; APSI</p> <p>Staff Responsible for Monitoring: Chris Choat Michelle King Ali Reams Elizabeth Swaner RHS AP Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Connect high school to career and college</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			
<p>Strategy 3: Offer Objective based tutorials with strategies appropriate to all students to ensure mastery of learning in ALL content areas. US History, Biology, English I and English II, and Algebra I teachers will analyze test objectives and provide remediation ideas that are utilized to target students for tutoring. All content areas analyze STAAR and use Lead4Ward tools to get a handle on what concepts will be difficult for students and how to cover those concepts. Data analysis will include sub-population performance to inform differentiation and align instruction to students' needs. Teachers will collaborate in PLCs to plan and reflect on the performance of all students and sub-populations.</p> <p>Strategy's Expected Result/Impact: SPED compliance communication logs tutoring logs QSA data/Performance Matters ELL Monitoring through PLCs HB4545 lists Tier 3 Map data</p> <p>Staff Responsible for Monitoring: Special Education Department ELL department Megan Bess David Johnson Ali Reams Tara McLennan Aurora Everett Steve Simonds Von Ensley David Townsend Beth Childs Amanda Brantley Cassie Stegall</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Train and support teachers to include a variety of differentiated and blended instruction components within daily lesson plans (classroom community, respectful tasks, flexible grouping, and on going assessments).</p> <p>Strategy's Expected Result/Impact: Classroom observations</p> <p>Walk-through-forms</p> <p>Intervention Plans</p> <p>Survey Data</p> <p>EOC/STAAR data</p> <p>Local Assessments</p> <p>Pass/Failure Rates</p> <p>Retention Rates</p> <p>HB4545 lists</p> <p>Tier 3 MAP data</p> <p>Staff Responsible for Monitoring: RHS Administration</p> <p>PLC Leads</p> <p>Beth Childs</p> <p>Amanda Brantley</p> <p>Lauren Hawkins</p> <p>Cassie Stegall</p> <p>Title I:</p> <p>2.4, 2.5, 2.6</p> <p>- TEA Priorities:</p> <p>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers:</p> <p>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 5 Details	Reviews			
<p>Strategy 5: All content areas will institute a comprehensive accelerated tutoring plan to include targeted areas based upon formative and summative data throughout the year, and HB4545 tutoring requirements, i.e., before / after school tutoring, and small-group purposeful instruction during class.</p> <p>Strategy's Expected Result/Impact: Improved EOC scores and nine-week grading period grades. HB4545 lists</p> <p>Staff Responsible for Monitoring: Megan Bess Stephen Simmonds David Townsend David Johnson PLC leads Intervention teachers via advisory Alison Reams Beth Childs Amanda Brantley Aurora Everett Tara McLennan Cassie Stegall</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 6 Details	Reviews			
<p>Strategy 6: Continue to implement structured PLCs in all core areas to ensure student learning and growth. Teachers will meet regularly to analyze data, develop responsive Tier 1 instruction, and plan interventions using TRS and Lead4ward resources. STAAR tested subject will align assessments to STAAR 2.0.</p> <p>Strategy's Expected Result/Impact: Growth in approaches and meets for EOC scores Map Growth data Increased AP scores PLC walkthrough data</p> <p>Staff Responsible for Monitoring: RHS Administration Amanda Brantley Beth Childs Department Chairs PLC leads Cassie Stegall</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - 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
				
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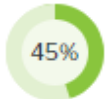


Goal 2: We will guarantee that all students will perform at or above grade level.









Performance Objective 2: Integrate 21st Century learning and Texas College & Career Readiness (TCCR) skills and strategies into curriculum PK-12









- Evaluation Data Sources:** % of students who graduate with 3 hours of AP, Dual-Credit, License or Certification (CCR Priority Goal);
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** Market AP, Dual Credit and Licensure/Certification programs

Strategy 1 Details	Reviews			
Strategy 1: Inform students about College and Career Readiness sessions facilitated by RHS counselors and college and career counselors to provide helpful college tips utilizing the Naviance program. Participate in the All Apply program. Pre - registration sessions for Dallas County Promise Strategy's Expected Result/Impact: Sign In Sheets/ Attendance at College 101 Nights. Senior Parent Meeting Night Google form Sign in Sheets Naviance Utilization Staff Responsible for Monitoring: Cosondra Clay Jorge Ibarra RHS counselors RHS Seniors Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Facilitate use of Common App: college choice, research admission requirements, ACT/SAT expectations, scholarship, document submission, through classroom reviews and tutorials with CCR advisors and UTD intern. Strategy's Expected Result/Impact: Naviance usage ACT/SAT enrollment College admission Scholarship monies Staff Responsible for Monitoring: Cosondra Clay Advise Texas UTD Intern Title I: 2.5 - TEA Priorities: Connect high school to career and college - 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: Implement Naviance for all RHS students through college and career counselors and continue to implement X2VOL for recording service hours. Strategy's Expected Result/Impact: Naviance and X2VOL Staff Responsible for Monitoring: Cosondra Clay Advise Texas UTD intern RHS Administrators Title I: 2.5, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Recruit to increase the participation of students in the AVID program. Strategy's Expected Result/Impact: Enrollment numbers Staff Responsible for Monitoring: Elizabeth Brown AVID Site Team Dr. Bill Parker Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Increase the number of college credit bearing coursework (Dual credit, advanced placement, On Ramps) for AVID graduates, that will include campus financial support. Strategy's Expected Result/Impact: Enrollment in college credit bearing courses AVID data Staff Responsible for Monitoring: Elizabeth Brown AVID Site Team Dr. Bill Parker Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - 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 6 Details	Reviews			
Strategy 6: Increase number of faculty trained in AVID to 60%. Strategy's Expected Result/Impact: Enrollment and Completion of Faculty Training Staff Responsible for Monitoring: Elizabeth Brown AVID Site Team Dr. Bill Parker Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - 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 7 Details	Reviews			
Strategy 7: Increased school wide usage of AVID strategies in professional development by continuing to educate staff through AVID Path Training. Strategy's Expected Result/Impact: Path Training Enrollment Teacher Lesson Plans Staff Responsible for Monitoring: Elizabeth Brown RHS Administration AVID Site Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - 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 8 Details	Reviews			
Strategy 8: Richland College pre-Registration Sessions for 2022 Dallas Promise High School Seniors Strategy's Expected Result/Impact: TSI Testing Choices 360 Career Assessment FAFSA/TASFA Review & Completion Discussion of next steps for enrollment Staff Responsible for Monitoring: Cosondra Clay Chris Choat Michelle King TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	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: Enhance Career & Technical (CTE) opportunities for students

Evaluation Data Sources: % of students who graduate with 3 hours of AP, Dual-Credit, License or Certification (CCR Priority Goal) Goal: 50%

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: RHS will offer dual credit opportunities for students in Teaching & Coaching (Teaching Internship) program for 2022-2023 school year. RHS will participate in the TEA GYO (Grow Your Own) Institute to develop the curriculum for the three high school Education and Training (E&T) courses. These courses are designed to prepare and inspire the next generation of Texas teachers.</p> <p>Strategy's Expected Result/Impact: Number of students obtaining dual credit.</p> <p>Staff Responsible for Monitoring: Debbie Reese</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Educate community and students on CTE pathways through campus lessons, and ensure graduates complete three college credits and or certification or licensing through CTE programs.</p> <p>Strategy's Expected Result/Impact: RHS graduates College credits Licenses and Certifications</p> <p>Staff Responsible for Monitoring: Dr. Bill Parker RHS Administration RHS Counselors</p> <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 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: Continue the use of 199 funds to support CTE programming in all related strands. Strategy's Expected Result/Impact: Needed supplies Increased certifications Licensing opportunities. Staff Responsible for Monitoring: Chris Choat Dr. Bill Parker Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - \$58,188	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 4: Recover STAAR EOC scores by growing Math and English I to 70%, English II to 80% and Biology and US History to 95%. Recovery of scores should also reflect growth in all sub-populations including, African American, Hispanic, SpEd and ELL.









Evaluation Data Sources: RHS will meet Standard; RHS will meet performance growth goals.









Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Align the work of the PLCs to monitor student growth and ensure student learning.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize advisory during the day for at-risk and under-performing students to receive additional instruction in priority TEKS identified. All core teachers will analyze test objectives and provide remediation ideas which are utilized to target students for tutoring. Interventions are offered for re-testers in the fall and spring and first time testers in May. They also align with HB 4545 tutoring requirements and Tier 3 Map data.</p> <p>Strategy's Expected Result/Impact: Tutoring Logs EOC scores HB 4545 lists Tier 3 Map data</p> <p>Staff Responsible for Monitoring: Michelle King Von Ensley Megan Bess David Townsend Alison Reams Beth Childs Steven Simonds David Johnson Amanda Brantley Lauren Hawkins Cassie Stegall</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 - General Fund - \$3,083, - 199 - State Compensatory Education - \$7,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Implement Lead4ward resources, Achieve 3000, IXL, instructional coaching, Language LIVE, and district specialist support for ELA. Strategy's Expected Result/Impact: Performance Growth Goals Staff Responsible for Monitoring: Ali Reams Cassie Stegall ELA Teachers ELL Teachers Amanda Brantley ELA SPED Inclusion and SPED Resource Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement Lead4ward resources, IXL/ALEKS, instructional coaching, and district specialist support for math, including Algebra 1, Algebra 2, Geometry, and Algebraic Reasoning. Strategy's Expected Result/Impact: Performance Growth Goals MAP growth data Staff Responsible for Monitoring: Math Teachers ELL Math teachers Alison Reams Beth Childs Cassie Stegall Lauren Hawkins Math SPED Resource and SPED inclusion teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Ensure that all English and resource SpEd staff obtain and maintain their ESL certification. All staff will complete the required 7 Steps to a Language Rich Environment. Strategy's Expected Result/Impact: Increased EOC/STAAR scores for ELLs. Staff Responsible for Monitoring: RHS Admin Human Resources Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: English teachers will utilize balanced literacy strategies aligned to the ELAR TEKS and STAAR 2.0 Strategy's Expected Result/Impact: STAAR score increase ACT score increase AP score increase Staff Responsible for Monitoring: Ali Reams ELAR Teachers Amanda Brantley David Townsend Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
					



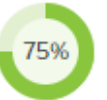





Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize MAP data for targeted instruction and to show growth between BOY and EOY assessments. Send reports home with students after each assessment and implement student goal setting for growth.</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores Increase ACT performance Increase from BOY to EOY assessments</p> <p>Staff Responsible for Monitoring: Beth Childs Alison Reams Amanda Brantley Megan Bess Cassie Stegall David Townsend PLC leads</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</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: RHS will increase graduation Rate 93% to 96%

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: RHS Admin will work with counselors to to enhance our programs assisting students in need of credit recovery. Strategy's Expected Result/Impact: 96% graduation rate Staff Responsible for Monitoring: Kelly Tovar Cole Ford Michelle King Tara McLennan RHS counselors RHS admin Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Identify students who meet all criteria and promote MPA program when applicable. Strategy's Expected Result/Impact: Graduation rate increase Staff Responsible for Monitoring: RHS Counselors RHS Admin 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
				


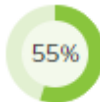


Strategy 3 Details		Reviews			
Strategy 3: Conduct individual meetings with seniors to assess credits, and implement programs to assist students in credit recovery. Strategy's Expected Result/Impact: Increased credit recovery opportunities. Staff Responsible for Monitoring: RHS Counselors Tara McLennan Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Continue to teach effective parenting and coping skills to students who are pregnant or parenting to ensure that they receive a high school diploma. These students will be closely monitored for attendance and grades with immediate interventions applied for at - risk performance. Strategy's Expected Result/Impact: Graduation Rates Attendance Rates Staff Responsible for Monitoring: Katherine Bastian Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - 4289.00, - 199 - State Compensatory Education - 10239.00		Formative			Summative
		Nov	Jan	Mar	June
					









Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor and utilize intervention strategies to increase completion and graduation rates while decreasing our recidivism and dropout rates with particular attention to ELL and SpEd PBMA's.</p> <p>Strategy's Expected Result/Impact: Attendance Reports Graduation Rate Dropout Rate Completion Rate</p> <p>Staff Responsible for Monitoring: Michelle King Tara McLennan Sara Rice RHS ELL Department Dr. Nikki Clark Megan Cole RHS SPED Department</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - 199 - General Fund - \$8,000</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 6: Maintain ACT percentage at 25%

- Evaluation Data Sources:** District ACT performance meets or exceeds district performance growth goal
- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** Embed ACT practice into the Geometry, Algebra 2, and English 3 classrooms.

Strategy 1 Details	Reviews			
Strategy 1: Facilitate use of Common App: college choice, research admission requirements, ACT/SAT expectations, scholarship, document submission, through classroom reviews and tutorials with CCR advisors and UTD intern. Strategy's Expected Result/Impact: Naviance usage ACT/SAT enrollment College admission Scholarship monies Staff Responsible for Monitoring: Cosondra Clay Advise Texas UTD Intern Title I: 2.5 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Utilize district staff development days or PLCs to train targeted core teachers for ACT using IXL in English 3 and Geometry Strategy's Expected Result/Impact: ACT scores Staff Responsible for Monitoring: Geometry teachers World History teachers English III teachers Chemistry teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 7: RHS will maintain student performance on SAT and remain above state and nation as we transition into the new SAT

- Evaluation Data Sources:** Campus SAT performance meets or exceeds district performance growth goals
- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** Provide opportunity for students to take PSAT in the fall.





Strategy 1 Details	Reviews			
Strategy 1: Offered an on-campus opportunity to take the PSAT in October to National Merit Scholars. Strategy's Expected Result/Impact: Increased PSAT participation Staff Responsible for Monitoring: Von Ensley Elizabeth Swaner Jean Vandervoort Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	<div>100%</div>	<div>100%</div>	<div>100%</div>	<div>100%</div>
<div><div>0%</div> No Progress</div> <div><div>100%</div> Accomplished</div> <div><div>→</div> Continue/Modify</div> <div><div>✗</div> Discontinue</div>				









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

Performance Objective 8: RHS will Increase AP Participation to 94% and AP passing rate to 60%

Evaluation Data Sources: % of students who graduate with 3 hours of AP, Dual-Credit, License or Certification (CCR Priority Goal); District will meet or exceed district performance growth goal

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Conduct AP kickoff meetings for all AP teachers to discuss new AP updates for the 21-22 school year followed by individual teacher reflection meetings on AP data. Teachers will develop plans for growth moving forward in both the participation and passing rates. Teachers will take advantage of training opportunities, district PLC time, Edgenuity. Strategy's Expected Result/Impact: Increased participation in AP testing. Increase in AP passing rates. Staff Responsible for Monitoring: RHS Administration Team AP Teachers Blake Bogus Cosondra Clay Michelle King Elizabeth Swaner Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
					









Strategy 2 Details		Reviews			
Strategy 2: Encourage, Monitor, and archive GT professional hours to increase engagement and rigor in the classroom. Strategy's Expected Result/Impact: teacher participation AP goal sheets and exam scores Annual updated certificates Staff Responsible for Monitoring: Michelle King Chris Choat Beth Childs Elizabeth Swaner Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					









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

Performance Objective 9: RHS will increase Dual Credit Enrollment

Evaluation Data Sources: % of students who graduate with 3 hours of AP, Dual-Credit, License or Certification (CCR Priority Goal); District will meet or exceed district performance growth goal

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: RHS will offer more opportunities for students to participate and complete dual credit classes in Social Studies and English. Strategy's Expected Result/Impact: % of students receiving dual credit in Social Studies and English Staff Responsible for Monitoring: Tara McLennan Chris Choat Dual credit teachers Von Ensley Elizabeth Swaner RHS Counselors Kristine Thomas Wright Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RHS will offer dual credit in teaching intern classes for 2021-22 school year. Strategy's Expected Result/Impact: % of dual credits earned Staff Responsible for Monitoring: Debbie Reese Dr. Bill Parker Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - 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 3 Details		Reviews			
Strategy 3: Increase the number of students taking AP, dual credit, and dual enrollment courses through recruiting of students and certified staff members. Strategy's Expected Result/Impact: Student enrollment in dual credit. Staff Responsible for Monitoring: Chris Choat Michelle King Keldrick Robinson Dr. Bill Parker Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			





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





Performance Objective 10: RHS will increase student performance for the following student groups; Special Education, English as a Second Language and other student groups identified in needs of improvement





Evaluation Data Sources: 100% of identified students meet district growth goals.

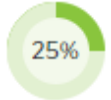







Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Implement 7-Steps Refresh and Kagan Cooperative learning strategies to support ELL and Sped students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Compose an intervention list of special education and ELL students to attend appropriate tutorials to meet instructional needs. Monitor student progress through PLCs.</p> <p>Strategy's Expected Result/Impact: Increased passing rates.</p> <p>TELPAS</p> <p>Staff Responsible for Monitoring: Sara Rice</p> <p>Nikki Clark</p> <p>Megan Cole</p> <p>Alison Reams</p> <p>Michelle King</p> <p>Beth Childs</p> <p>Cassie Stegall</p> <p>Amanda Brantley</p> <p>Lauren Hawkins</p> <p>Department Chairs</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Use data in PLC to monitor SPED and ELL student performance. Teachers will also use this time to develop intervention lists based on data.</p> <p>Strategy's Expected Result/Impact: Classroom observations</p> <p>Intervention plans</p> <p>EOC/STAAR data</p> <p>Local Assessments</p> <p>Pass/Failure Rates</p> <p>MAP Growth</p> <p>Staff Responsible for Monitoring: Michelle King</p> <p>Tara McLennan</p> <p>Von Ensley</p> <p>Sara Rice</p> <p>Megan Bess</p> <p>Stephen Simonds</p> <p>David Johnson</p> <p>David Townsend</p> <p>PLC Leads</p> <p>Alison Reams</p> <p>Beth Childs</p> <p>Cassie Stegall</p> <p>Amanda Brantley</p> <p>Lauren Hawkins</p> <p>Title I:</p> <p>2.4, 2.5, 2.6</p> <p>- TEA Priorities:</p> <p>Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers:</p> <p>Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Offer objective based tutorials with strategies appropriate to SPED and ELL students to ensure mastery of learning in ALL content areas. US History, Biology, English I and English II, and Algebra I teachers will analyze test objectives and provide remediation ideas which are utilized to target students for tutoring. All content areas analyze STAAR data and use Lead4ward tools to get a handle on what concepts will be difficult for students and how to cover those concepts.</p> <p>Strategy's Expected Result/Impact: SPED compliance communication logs tutoring logs ELL Monitoring in PLC Local Assessment data</p> <p>Staff Responsible for Monitoring: ELL department SPED Department Megan Bess David Johnson Ali Reams Tara McLennan Steve Simonds David Townsend Beth Childs Amanda Brantley Cassie Stegall Lauren Hawkins</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details	Reviews			
<p>Strategy 4: Compose a list of at-risk, SpEd, 504, ELL, monitored ELL students (EOC), and recently exited students to all staff to increase accountability.</p> <p>Strategy's Expected Result/Impact: SPED compliance 504 plans classroom observations Student discipline data</p> <p>Staff Responsible for Monitoring: RHS counselors Megan Cole Nikki Clark ELL Department Jennifer Walter Lisa Wright Danie Cohen</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</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 11: RHS will increase daily attendance rates.

Evaluation Data Sources: A2A reports, daily attendance, dropout rate, completion rate

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Monitor and utilize A2A and campus based attendance interventions to improve our daily attendance rate and decrease dropouts. Strategy's Expected Result/Impact: graduation rate increase Staff Responsible for Monitoring: RHS Admin Attendance Clerk RHS staff Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			









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

Performance Objective 1: RHS will hire certified, qualified and dedicated staff from different cultural and ethnic backgrounds

Evaluation Data Sources: Increase in diverse demographic representation in RHS hiring

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: RHS will continue to recruit and retain staff with diverse backgrounds.

Strategy 1 Details	Reviews			
Strategy 1: Utilize bilingual aides and paraprofessionals to offer translation for teachers/staff and parents and to provide Spanish translation, our majority second language, of curriculum and meetings Strategy's Expected Result/Impact: Communication Logs Staff Responsible for Monitoring: Bilingual Aides Instructional Aides Title I: 2.5, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - 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			
Strategy 2: RHS will work with UTD to establish a cohort of teachers being utilized for student teaching in all core areas. Strategy's Expected Result/Impact: Increased number of student teachers from UTD. Staff Responsible for Monitoring: RHS Administration. RHS department heads. Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue









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









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












Evaluation Data Sources: Increase in positive response rate of staff in focus group response and/or staff survey responses

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: RHS (Campus) leadership will work with staff to maintain a positive and safe learning environment.

Strategy 1 Details	Reviews			
Strategy 1: Utilize RHS retention committee to receive regular feedback on teacher morale and change what is within our span of control. Strategy's Expected Result/Impact: Personnel Retention Percentage Staff Responsible for Monitoring: Chris Choat RHS Administration Campus Retention Committee Title I: 2.5 - 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 2 Details	Reviews			
Strategy 2: Provide an "open door" policy, as well as, establish face-time meeting opportunities to share concerns or answer questions, each quarter. Strategy's Expected Result/Impact: Retention percentages of new and returning teachers and staff. Staff Responsible for Monitoring: Chris Choat RHS Administration Title I: 2.5 - 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: Write notes, cards, emails, and letters to new and returning staff to show them we are glad they are a part of the RHS team. Strategy's Expected Result/Impact: Retention percentages of new and returning teachers and staff. Staff Responsible for Monitoring: Chris Choat RHS Administrative Team Reina Perla Beth Childs Amanda Brantley Lauren Hawkins Cassie Stegall Title I: 2.5 - 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 4 Details	Reviews			
Strategy 4: Teacher turnover rate shall not exceed the district average of 17%. Strategy's Expected Result/Impact: Turnover Rate Improved staff morale Staff survey results Staff Responsible for Monitoring: RHS Admin IC Department heads Support Staff Title I: 2.5 - 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 5 Details	Reviews			
Strategy 5: Admin staff members of the week awards Strategy's Expected Result/Impact: Improve staff morale Decrease turnover rate Staff survey results Staff Responsible for Monitoring: Chris Choat RHS Administrative Team Title I: 2.5 - 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 6 Details	Reviews			
Strategy 6: Eagles Rising: parents providing positive feedback and words of encouragement and support. Strategy's Expected Result/Impact: Improve staff morale Decrease retention rate Staff survey results Parent survey results Staff Responsible for Monitoring: Chris Choat Title I: 2.5 - 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
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				









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









Performance Objective 3: Strengthen the leadership capacity of campus administrators and teachers seeking Admin certification.

Evaluation Data Sources: Increase the number of RHS staff members who complete administrative intern hours and achieve principal certification

Summative Evaluation: Met Objective

Next Year's Recommendation: RHS (Campus) leadership will encourage certified instructional staff to pursue/enroll in principal certification programs.





Strategy 1 Details	Reviews			
Strategy 1: Utilize T-PESS for the development of meaningful goals and continued support of professional growth. Strategy's Expected Result/Impact: Attainment of set goals and campus improvement Achieve All Seven Distinctions, Again. Staff Responsible for Monitoring: RHS Admin Central Admin Title I: 2.5 - 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 2 Details	Reviews			
Strategy 2: Attend monthly REV and IGC meetings to strengthen leadership capacity and instructional focus. Strategy's Expected Result/Impact: Implementation of TRS campus wide through the PLC protocols. Staff Responsible for Monitoring: RHS Admin ICs Central Admin Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - 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 3 Details		Reviews			
Strategy 3: Campus administration will mentor teachers who are enrolled in certification program. Strategy's Expected Result/Impact: Increased number of staff seeking certification. Staff Responsible for Monitoring: Chris Choat Michelle King Tara McLennan Elise Curry Bill Parker Conrad Leonard Aurora Everett Allison Reams Von Ensley 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
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			









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









Performance Objective 4: Provide necessary professional development to successfully implement the 2022-2023 district vision and goals.










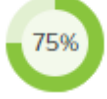






- Evaluation Data Sources:** Increase in positive response rate by staff on professional development session evaluation responses (Eduphoria)
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** RHS instructional leadership team will implement professional development sessions that reflect the needs/ (based on campus survey) of RHS and the vision of the district.

Strategy 1 Details	Reviews			
Strategy 1: Plan and deliver a staff development focusing on diversity and awareness of the RHS Community. Strategy's Expected Result/Impact: Campus survey results Surveys in Advisory Staff Responsible for Monitoring: Chris Choat RHS ILT RHS Equity Committee RHS Admin Beth Childs Lauren Hawkins Amanda Brantley Cassie Stegall Ali Reams Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - 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			
Strategy 2: Incorporate new teacher Q&A with principal/admin each quarter beyond regular lunch bunch sessions. Strategy's Expected Result/Impact: Retention of new teachers Staff Responsible for Monitoring: Chris Choat RHS Admin ICs Debbie Reese Department Chairs 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 3 Details		Reviews			
Strategy 3: Continue the new teacher lunch bunch in-person as needed. These sessions will focus on providing new teachers a safe and supportive atmosphere to have questions and concerns addressed. Strategy's Expected Result/Impact: Retention of new teachers with a specific focus on Autism Spectrum Disorder, Dyslexia, Emerging Bilingual and Special Education. Staff Responsible for Monitoring: Chris Choat RHS Admin ICs Debbie Reese SPED Dept Chairs Lisa Wright Jennifer Walter ELL department - Sara Rice Jean VanDevoort - CTC Title I: 2.5 - 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			
Strategy 4: Support and encourage new teachers through the Richardson Promotes Mentoring Program and through the New Teacher Academy through online and in-person synchronous and asynchronous opportunities. Attendance will be monitored to ensure individual teachers follow ups. Strategy's Expected Result/Impact: Retention data of new teachers Staff Responsible for Monitoring: Chris Choat RHS Admin ICs Debbie Reese Mentor teachers Title I: 2.5 - 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 5 Details	Reviews			
Strategy 5: Utilize the Four Essential Questions of the PLC to train teachers how to deconstruct the TEKS, use TRS and Lead4ward resources, and design effective lessons that meet the learning expectations set forth by the PLC. Training to be delivered through campus PLC bootcamp with Team Leads in August and whole-staff training on Campus Wide PD days. Strategy's Expected Result/Impact: Local assessment data, Increased STAAR scores/pass rate, Increased AP scores/pass rate, PLC walk through Staff Responsible for Monitoring: RHS Admin PLC leads Department Chairs ICs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - 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 6 Details	Reviews			
Strategy 6: Implementation of T-TESS at RHS will include announced and unannounced observations and walk-throughs; monitored through Eduphoria Strategy's Expected Result/Impact: Accountability for scheduling will rest with individual administrators. Five required T-TESS walk-throughs per administrator per week to be monitored by the Principal. Staff Responsible for Monitoring: Chris Choat RHS administration Title I: 2.5 - 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 7 Details	Reviews			
Strategy 7: Ensure that all staff is trained with educational and behavioral strategies in dealing with At-Risk students: RTI, CPI, EB, Dyslexia, SPED, and 504. Strategy's Expected Result/Impact: Sign-in sheets SPED Compliance ELL Compliance 504 Compliance Module completion for new teachers Staff Responsible for Monitoring: RHS Admin Jennifer Walter Lisa Wright Sara Rice Megan Cole Nikki Clark Debbie Reese Laura Mallett RHS Counselors ICs TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 8 Details	Reviews			
Strategy 8: Support and encourage mentor teachers utilizing the Richardson Promotes Mentoring Program by offering online and in-person, synchronous and asynchronous opportunities. Attendance will be monitored to ensure individual mentors follow up through monthly mentoring logs facilitated through Google Classroom, and attendance in mentoring meetings and PD. Strategy's Expected Result/Impact: Retention data of new teachers Staff Responsible for Monitoring: Chris Choat RHS Admin Debbie Reese ICs Mentor Teachers 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 9 Details	Reviews			
Strategy 9: Use teacher competencies to provide targeted professional development and conduct strategic walk-throughs Strategy's Expected Result/Impact: Teacher performance on TTESS Walk-through feedback Increased student engagement and performance Staff Responsible for Monitoring: admin ILT	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Continue to provide professional development for instructional staff to support students with disabilities and all other learning needs. Strategy's Expected Result/Impact: Agendas Performance growth goals Improved teacher feedback Improved student performance Staff Responsible for Monitoring: Administrators ILT Special education team	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 1: RHS will increase links between home and school by providing systemic opportunities for parent engagement through campus website, blackboard communications, and individual teacher hubs.









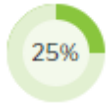







Evaluation Data Sources: Increase in positive response rate by parent/community in focus groups meetings and/or survey results

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: RHS will continue to host our annual back-to-school picnic which will provide an opportunity for all families to meet our student groups and engage with campus staff. No restrictions for outside events will allow full participation from community and community partners. Strategy's Expected Result/Impact: Participation numbers in event Staff Responsible for Monitoring: Sponsors PTA Coaches Admin Title I: 2.5, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, 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: RHS will host a virtual Dallas County Promise event in September. Students and staff will engage students to pledge and submit a college application with a Promise partner. RHS staff will follow up within 2 weeks to cross-reference who had or had not completed the pledge. Strategy's Expected Result/Impact: Participation numbers Dallas county promise feedback Staff Responsible for Monitoring: Cossandra Clay Michelle King Chris Choat PTA Title I: 2.5, 2.6, 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
					
Strategy 3 Details		Reviews			
Strategy 3: RHS campus priority is for all coaches and sponsors to recruit parents to engage through RHSABC in the area their student is involved. RHS will enhance our social media campaign to increase membership numbers. Strategy's Expected Result/Impact: Participation numbers for our parents. Staff Responsible for Monitoring: Chris Choat Head Coaches Sponsors 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: Continue our annual Senior/Parent information night. RHS will provide a detailed calendar of senior activities and opportunities for parental involvement throughout Senior year through the campus website. This will occur on September 15. Strategy's Expected Result/Impact: Participation in virtual Senior night, including students and parent. Staff Responsible for Monitoring: Tara McLennan Chris Choat 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
				
Strategy 5 Details	Reviews			
Strategy 5: RHS will continue to seek 100% staff participation in our PTA. This will allow more efficient communication in building partnerships with our PTA. Strategy's Expected Result/Impact: Membership Numbers Staff Responsible for Monitoring: Dr. Nicki Clark Chris Choat Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 6 Details	Reviews			
Strategy 6: Implement student survey responses through Advisory to capture all RHS students in attendance and reflect a more positive cultural climate. Strategy's Expected Result/Impact: 100% student participation in survey Staff Responsible for Monitoring: Tara McLennan Advisory staff Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				



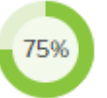





Strategy 7 Details	Reviews			
Strategy 7: Increase parental involvement and knowledge on campus through respondents on parent climate survey and through Parent hub Strategy's Expected Result/Impact: Survey Results Continued Parent Support and Participation Staff Responsible for Monitoring: RHS Administration ICs Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Host ELL Parent night to inform and engage ELL parents and students Strategy's Expected Result/Impact: Parent sign in sheet Staff Responsible for Monitoring: Ramiro Lucio Sarah Rice Anita Cepeda RHS PTA Title I: 2.4, 2.6, 4.1 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: RHS will host a Fall and Spring cultural celebration that involves students and parents. Food, games, and information about connecting to RHS will be provided for all attendees. Strategy's Expected Result/Impact: Parents sign in to collect information Staff Responsible for Monitoring: Chris Choat Michelle King Kelly Dansby ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






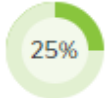










Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.













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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: RHS will provide ongoing communication to all community stakeholders via twitter, Facebook, blackboard connect, principals flipgrid message of the week, electronic marquee, PTA newsletter, school website, PTA social media tools, Leadership Richardson, Council of PTAs, and N. Texas APLN. Strategy's Expected Result/Impact: Positive feedback from all stakeholders Staff Responsible for Monitoring: All Administration PTA Board IC Librarian Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RHS will build partnerships with various community partners to ensure grants intentional awareness of RHS and student teacher awards. Strategy's Expected Result/Impact: Improved Community relations Staff Responsible for Monitoring: RHS Administration Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: RHS will utilize community business to allow our students to engage in internships through our various CTE programs. Strategy's Expected Result/Impact: Number of students completing internships Staff Responsible for Monitoring: CTE staff Bill Parker Title I: 2.5, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Work through Eagle Fund to establish community partnerships that will enhance our program resources and provide students real world experiences. Staff Responsible for Monitoring: Bill Parker Chris Choat CTE program leaders Title I: 2.5, 4.1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Campus Principal will provide a weekly newsletter that is shared with all stakeholders through the district-updated blackboard messaging system, and social media accounts Strategy's Expected Result/Impact: parent feedback Staff Responsible for Monitoring: Chris Choat Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Utilize the Campus ILT to evaluate Mid-Year teacher climate survey results. Will develop 2020-2021 campus staff development to reflect the identified needs. Strategy's Expected Result/Impact: Improved staff development and campus climate surveys in 2020-2021. Staff Responsible for Monitoring: Campus ILT, Identified teacher leaders Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 7 Details	Reviews			
Strategy 7: College and Career Counselor and Advise Texas counselor will utilize the new Bloomz app to communicate to all parent groups in native language. Strategy's Expected Result/Impact: Evidence of more Senior and Parent involvement in all aspects of college and career readiness. Staff Responsible for Monitoring: Cossandra Clay Jorge Ibarra	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: RHS will utilize the new and improved campus website to keep stakeholders up to date on important RHS information and events. Strategy's Expected Result/Impact: data analysis from the website Staff Responsible for Monitoring: Chris Choat Lucky Witter ESF Levers: Lever 3: Positive School Culture	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 3: RHS will increase community involvement in the district planning process.

Evaluation Data Sources: RHS will promote an increased number of stakeholders involved in long range strategic planning

Summative Evaluation: Met Objective





Strategy 1 Details	Reviews			
Strategy 1: Implement posting of Campus Improvement Plan on Google Drive for RHS community to identify areas of parent engagement and communication for understanding prior to climate survey. Strategy's Expected Result/Impact: Staff Survey Results Staff Responsible for Monitoring: Michelle King Alison Reams Beth Childs Lauren Hawkins Amanda Brantley Title I: 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RHS will continue to expect that all CTE and magnet programs will secure a partnership with local businesses or professionals to offer more collaborative opportunities in the classroom and the field of work. Strategy's Expected Result/Impact: All programs will have successful partnerships during the 2020-21 school year. Staff Responsible for Monitoring: Bill Parker CTE and magnet directors Chris Choat	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 3 Details	Reviews			
Strategy 3: RHS will ensure that all students have a community partner and connect with these partners during their 4 years of high school. Strategy's Expected Result/Impact: All students connecting with community partner Staff Responsible for Monitoring: RHS Admin CTE teachers Counselors Title I: 2.5, 2.6, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				












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











Performance Objective 1: RHS will actively pursue opportunities for students and staff to further academic successes, participation in content based professional development sessions, campus beautification projects, and grants received to support student learning and staff support.









Evaluation Data Sources: Increased positive response rate from internal and external stakeholders in focus group and or survey responses;
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Eagle Fund - donations from staff, local businesses, Richardson Rotary, RHS community, and Annual Eagle Fund golf tournament. RHS will utilize our Eagle Fund Executive board to review instructional and operational practices. Improvement areas will be identified and strategies put in place to enhance the overall experience at RHS Strategy's Expected Result/Impact: Performance Growth Goals Staff retention Staff survey RHS Feeder Pattern Climate Survey Jeans Thursday Staff Responsible for Monitoring: Chris Choat Reina Perla Judy Bencheck Lyndal Weaver Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Contributions to Excellence in Education provides grants/scholarships that can be utilized throughout the school year. Strategy's Expected Result/Impact: Performance Growth Goals Staff retention Staff survey RHS Feeder Pattern Climate Survey Jeans Monday Staff Professional Learning Staff Responsible for Monitoring: Chris Choat EIE Board Reina Perla Judy Bencheck Elizabeth Brown (AVID) Selena Pena Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: School wide AVID Fund raising activity with In-N-Out Burger Strategy's Expected Result/Impact: Student and Staff Support Community Support RHS Feeder Pattern participation Donations Richardson Exchange Club donation Staff Responsible for Monitoring: Chris Choat Elizabeth Brown AVID Site Team Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college		Formative			Summative
		Nov	Jan	Mar	June
		N/A			

Strategy 4 Details	Reviews			
Strategy 4: Increase opportunities for AVID teachers/Site Team members and students through district supported funding Strategy's Expected Result/Impact: Supplies for students Professional Learning for teachers Transportation costs Field Trips AP Test Scholarships Summer School Scholarships (Accelerated Program) Staff Responsible for Monitoring: AVID District Director AVID Site Team Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: RHS will build partnerships with various community partners to ensure grants intentional awareness of RHS and student teacher awards. Strategy's Expected Result/Impact: Improved community relations Staff Responsible for Monitoring: RHS Administration Dr. Hademenos Title I: 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Work through Eagle Fund to establish community partnerships that will enhance our program resources and provide students with real world experiences. Staff Responsible for Monitoring: Chris Choat Bill Parker CTE leaders Title I: 2.5, 4.1 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 7 Details	Reviews			
Strategy 7: Provide district and campus training and support for all support staff processing POs, sub payment, etc to ensure staff is following proper policies and procedures. Campus training will be completed by August 16. District finance will meet with PTA and Booster club by Oct 1. Strategy's Expected Result/Impact: Smooth processes and results at the end of 2022-2023 Staff Responsible for Monitoring: Chris Choat Judy Bencheck ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: RHS will create a website to share with staff that includes local, state, and federal grant opportunities to be used for instructional resources, intervention, and enhancement for students and staff. Strategy's Expected Result/Impact: Increase in grant awarded to RHS staff Staff Responsible for Monitoring: Chris Choat George Hademenos	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 9 Details	Reviews			
Strategy 9: Provide training and resources to staff in August and January on proper money collecting/handling procedures and ordering/receiving goods procedures. Strategy's Expected Result/Impact: Staff collecting money will follow procedures and log in funds collected daily. Timely deposits Staff training sign in sheets Staff Responsible for Monitoring: Principal Assistant Principal Exec. Assistant	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details		Reviews			
Strategy 10: Provide training for support staff processing PO's, sub payment, etc to ensure proper policies and procedures are being followed Strategy's Expected Result/Impact: Financials Staff Responsible for Monitoring: Administration Executive Assistant Title I None TEA Priorities None ESF Levers None Problem Statements		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			









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













Performance Objective 1: RHS will provide a safe, comfortable, and well-maintained environment.











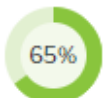

High Priority



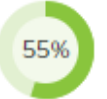









Evaluation Data Sources: Increased positive response rate from internal and external stakeholders in focus group and/or survey responses;

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The principal will update the community through weekly message each time we conduct a drill or have an emergency situation on campus. Strategy's Expected Result/Impact: Parent survey and feedback. Staff Responsible for Monitoring: Chris Choat RISD Communications dept. Title I: 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Through email, bi-weekly staff meetings, and video messaging, share with RHS staff the daily safety and security routines that have been implemented on campus. Strategy's Expected Result/Impact: Efficient routines on a daily basis by all stakeholders Staff Responsible for Monitoring: Full staff duty stations SROs ROTC staff Admin team 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: Assure RHS is meeting the needs of students and staff by conducting monthly safety drills. Strategy's Expected Result/Impact: Drills documentation Staff Responsible for Monitoring: Conrad Leonard Admin Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: RHS will provide a comprehensive safety and monitoring plan that will utilize all staff members to monitor throughout the school day. Strategy's Expected Result/Impact: Surveys Safety data Staff Responsible for Monitoring: All staff RHS Admin 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 5 Details	Reviews			
Strategy 5: Hold "I know what to do Day" (Live Wise, Live Healthy) in October, December, February, April Strategy's Expected Result/Impact: A comprehensive and successful curriculum that educates all students on personal wellness and safety protocols. Staff Responsible for Monitoring: RHS Administration IC, DC SRO's District safety and security team Special Student Services ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

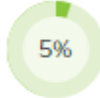
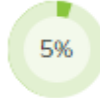
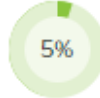





Strategy 6 Details	Reviews			
Strategy 6: Safety Week (August 29 - September 2) campuses will participate in Evacuate, Hold and Secure, Lockdown, Shelter in Place and Fire drills Strategy's Expected Result/Impact: A comprehensive and successful curriculum that educates all students on personal wellness and safety protocols. Staff Responsible for Monitoring: RHS Administration IC, DC SRO's District safety and security team Special Student Services 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 7 Details	Reviews			
Strategy 7: A system to ensure all visitors are Raptor'd through Main Entrance. Strategy's Expected Result/Impact: All Exterior doors will remain locked and visitors will be directed to the front Main Entrance to go through Raptor for security purposes. Staff Responsible for Monitoring: RHS Administration Building Staff IC SRO's District Safety and security team 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 8 Details	Reviews			
Strategy 8: RHS will adhere to the district wide policy that ensures that cell phone usage will not interfere with instructional time. Strategy's Expected Result/Impact: Protection of instructional time Staff Responsible for Monitoring: All Staff RHS Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 9 Details	Reviews			
Strategy 9: RHS will adhere to the district wide dress code policy that provides a safe learning environment and eliminates instructional distractions Strategy's Expected Result/Impact: Safety of staff and students Protects instructional time Staff Responsible for Monitoring: All staff SRO's RHS Administration 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 10 Details	Reviews			
Strategy 10: Create a plan with specific dates to ensure students have an opportunity to register to vote once in the fall and once in the spring (assign an AP as the designated registrar) (High School only) Strategy's Expected Result/Impact: RHS will have a Fall (September 20) Spring January 19 Voter Registration for students 18 or older or will be 18 on election day. Staff Responsible for Monitoring: Tara McLennan Debbie Reese Government/Economic staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	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: RHS will ensure all business, human resources and student information systems meet the needs of students, staff and parents.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Implement posting of Campus Improvement Plan on Google Drive for RHS community to identify areas of parent engagement and communication for understanding prior to climate survey. Strategy's Expected Result/Impact: Staff Survey Results Staff Responsible for Monitoring: Chris Choat Michelle King Ali Reams ICs Title I: 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - 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			
Strategy 2: RHS will utilize district information systems (Informa Cast) to inform parents of safety drills conducted on campus. Strategy's Expected Result/Impact: 100% communication in relation to campus safety drills Staff Responsible for Monitoring: Chris Choat Conrad Leonard Title I: 4.1 - 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: RHS will utilize our campus ILT to update CIP quarterly to show progress; November 18; January 27; March 31; June 9 and make adjustments as needed per campus goal. Strategy's Expected Result/Impact: Meet all campus goals during summative review. Staff Responsible for Monitoring: Chris Choat Michelle King Campus ILT Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Update CIP Quarterly to show completion Strategy's Expected Result/Impact: Consistently adhering to goals Staff Responsible for Monitoring: Chris Choat	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Richardson High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4.2

Brief Description of SCE Services and/or Programs

Personnel for Richardson High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Beth, Childs M	Instructional Coach	1
Hernandez, Eneida E	Aide I	1
Housholder Sheedy, Mary K	Dyslexia Teacher	0.2
Kephart, Joanne M	Dyslexia Teacher	1
Oquendo, Aida L	Aide I	1