

# **Richardson Independent School District**

## **Lake Highlands High School**

### **2025-2026 Campus Improvement Plan**

**Accountability Rating: B**



# Mission Statement

Creating champions who connect, learn, grow, and succeed by actively uniting all of our diverse strengths.

## Vision

Lake Highlands High School empowers students to succeed through analytical thinking, social awareness, global responsibility, and life-long learning.

## Value Statement

We value:

LEARNING - a positive and engaging learning environment where students and teachers are supported

RELATIONSHIPS - developing and maintaining relationships among students, families, teachers, staff, and our community

RESPECT - a school that appreciates the value of our faculty, staff, their families, and the community

ACCOUNTABILITY - we hold ourselves accountable for learning, behavior, and adherence to policies and procedures

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# Comprehensive Needs Assessment

## Student Learning

### Student Learning Summary

LAKE HIGHLANDS HIGH SCHOOL is committed to supporting all students growing and achieving high levels of success. We use multiple data points in order to determine the best course of action to help support student growth and learning needs.

STAAR Accountability Data

CCMR/ AP/ Dual Credit Data

TSI/Texas College Bridge

### Student Learning Strengths

- Campus students grew academically in all subjects and grade levels as measured on 2023 STAAR Progress Measure.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** All students are not yet meeting growth goals

# School Processes & Programs

## School Processes & Programs Summary

Lake Highlands High School teachers are highly qualified professionals who are committed to all students connecting, growing, learning and succeeding.

We believe in fostering opportunities for growth for each child and offer intervention and extensions both during the school day and before/after school to promote student success.

Lake Highlands High School offers a variety of student programs and services to support student learning, well rounded education, and a safe and healthy learning environment. Those programs include but are not limited to:

- Advanced Academics
- Athletics
- Career and Technical Education,
- Dyslexia Services
- Equity, Diversity, and Inclusion
- Family Engagement
- Fine Arts
- Gifted and Talented Services
- JROTC
- Multilingual Services
- Pre-K services
- Response to Intervention
- Special Education Services
- Student Services

## School Processes & Programs Strengths

Our staff is highly committed to the success of each student.

Our schedule offer opportunities for teachers and staff to work collaboratively to meet the needs of students

Our campus culture supports a positive learning environment where students academic as well as social and emotional needs are met.

Our campus is committed to working collaboratively to support student growth and achievement and are committed to the PLC process and have embraced the four questions of effective PLCs.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Processes and Programs need to continue to promote positive school culture, diversity in all programs and meet the academic needs so all students can grow and achieve success.

# Perceptions

## Perceptions Summary

Lake Highlands High School is committed to actively uniting all of our diverse strengths to empower students to succeed while providing a supportive, collaborative and invested culture among students, staff, families and community. We encourage stakeholder involvement and feedback and offer various ways for the family and community to be a part of our Wildcat Family.

## Perceptions Strengths

Lake Highlands High School staff understands the diversity of our campus and supports all of our students academically, socially, emotionally. Our campus bases its action on the core beliefs of the district.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Not all demographic populations have achieved their full potential academically or behaviorally.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Action research results

# Goals

**Goal 1:** We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

**Performance Objective 1:** Ensure a culture and environment that embraces all students throughout RISD programs and systems of supports so all students have a home school connection.


**Evaluation Data Sources:** Improved Survey results, training documents and attendance reports



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will promote participation in extra-curricular activities and clubs for all students by advertising clubs with students and families at community engagement opportunities (New Student Tours, Meet The Teacher events) as well as the school newsletter. We will provide information to teachers regarding clubs or groups in order to increase participation campus-wide.  <b>Strategy's Expected Result/Impact:</b> Increase participation in extra-curricular activities. Rise in participation numbers of extracurricular activities as a whole Increase in achievement for diverse student populations <b>Staff Responsible for Monitoring:</b> Campus Administrators Lake Highlands High School Counselors Club Sponsors Advisory Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
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**Goal 1:** We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

**Performance Objective 2:** Implement activities and behavioral supports to increase students' growth in academics, social and emotional learning, classroom behavior, and equity.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will develop, communicate, and consistently implement campus discipline plan by providing professional development opportunities to inform teachers of discipline plan and expectations utilizing PBIS, Emergent Tree, and Branching Minds. We will also host student assemblies to communicate the discipline plan expectations.  <b>Strategy's Expected Result/Impact:</b> Increase teacher capacity with restorative practices, PBIS incentive programs (Wild Cash & Pettigrew's Pitstop) and classroom management systems. Increase clarity of communication regarding discipline between leadership, teachers, parents, and students. Increase student behavioral and social emotional support for students and teachers. All students returning from DAEP will have a transition meeting with Intervention Counselor, Culture Coach and alpha Administrator to help with transition.  <b>Staff Responsible for Monitoring:</b> Campus Administrators Positive Behavioral Interventions and Supports (PBIS) Lead Team Behavior Interventionist Culture Coach Intervention Counselor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Implement state required bullying prevention requirements consistent with Board policies and procedures. <b>Strategy's Expected Result/Impact:</b> Students, staff, and parent awareness of RISD bullying prevention policies and procedures. Efficient response and investigation by administrators to all claims submitted as well as RISD Bullying/Harassment/Retaliation Report/Investigation/Documentation form in Focus. Increased support for students in report who need help. <b>Staff Responsible for Monitoring:</b> Campus Administrators SROs Student Services LHHS Counselors Behavior Interventionist Culture Coach Intervention Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide evidence-based substance use prevention and intervention programming through secondary drug prevention education, vaping prevention education, first offenders program for nicotine, marijuana/THC/alcohol and curriculum based support. <b>Strategy's Expected Result/Impact:</b> Reduced drug and alcohol offenses. <b>Staff Responsible for Monitoring:</b> Senior Executive Director of Student Services Campus Administration Campus Behavior Specialist  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Form Campus Threat Assessment Team and complete training as specified in Texas Education Code 37.115 <b>Strategy's Expected Result/Impact:</b> Provide a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs. <b>Staff Responsible for Monitoring:</b> Campus Admin Team Counselors Intervention Counselor Social Worker SRO's District Student Services Nurse  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 1:** We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

**Performance Objective 3:** State Comp Ed money will be utilized to address students' gaps in learning and to help students receive additional tutoring in areas for growth.

- Evaluation Data Sources:**
- Tutoring Logs
  - Budget documents
  - Student attendance reports
  - RTI Scheduler Data Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SCE funds will be utilized to help provide additional tutoring for students before and afterschool, Saturday school, advisory and targeted camp sessions. Attendance and progress will be monitored and documented. <b>Strategy's Expected Result/Impact:</b> Increased passing rate in core classes and on EOC exams. <b>Staff Responsible for Monitoring:</b> Campus Administrators Financial Executive Instructional Coaches Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

**Goal 1:** We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

**Performance Objective 4:** Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning, increase safety and digital citizenship.

**Evaluation Data Sources:** Increase teacher's and student's digital citizenship skills.  
Utilize digital methods for assessments within the classroom for safety and digital citizenship.







Strategy 1 Details		Reviews			
<b>Strategy 1:</b> We will provide digital strategies and provide opportunities for growth in digital citizenship for teachers and students.  <b>Strategy's Expected Result/Impact:</b> Teachers using Lead4Ward digital strategies and strategies offered by district technology team to increase student participation in class. Utilizing student, teacher, and parent surveys for feedback on needs. <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches LITE Department Chairs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> 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		Formative			Summative
		Nov	Jan	Mar	June
		<div><div></div></div> Moderate Progress			
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**Goal 1:** We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

**Performance Objective 5:** Create program to support healthy life choices by students and staff.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and maintain Campus Emergency Response Team (ERT) so the ERT will be prepared to respond quickly if a cardiac event should occur on campus. <b>Strategy's Expected Result/Impact:</b> Campus Emergency Response Team (ERT) will complete drills so the team is aware of roles and responsibilities and prepared for any emergencies on campus. <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Nurses Campus Emergency Response Team  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Consistently analyze campus health reports in order to inform and monitor compliance and potential issues. <b>Strategy's Expected Result/Impact:</b> Monitored immunization compliance of the student body. Efficient reporting of communicable disease issues if the need arises. <b>Staff Responsible for Monitoring:</b> Campus Nurses Campus Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

**Performance Objective 6:** Establish and monitor two growth goals: academic and personal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize Schoology for teachers and students to set and track goals within a portfolio (Academic and Personal Goal).  <b>Strategy's Expected Result/Impact:</b> Each student and teacher provides 4 artifacts in their Schoology portfolio (1 for each quarter) showing evidence of goal progress. <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Leadership Team Campus Teachers Campus Students  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

**Goal 1:** We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

**Performance Objective 7:** Voter Registration plan to allow Seniors turning 18 to register to vote.

**Evaluation Data Sources:** Voter Registration Registry



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will implement a voter registration plan with specific dates to allow seniors turning 18 to register to vote. Government classes will implement lessons created by SS Department to inform seniors about the voting process before National Voter Registration Day, September 16, 2025.  <b>Strategy's Expected Result/Impact:</b> Increased number of Seniors (18 yr) registered to vote. <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Registrar Social Studies Teachers  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 1:** We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth


**Performance Objective 8:** Develop and implement systems to monitor and document progress that addresses student groups for Targeted Support .






**High Priority**

**Evaluation Data Sources:** STAAR Accountability Ratings, DDI protocol, CCMR data, Branching Minds Data, Strive Data, MAP data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop progress monitoring timelines and systems to monitor data. <b>Strategy's Expected Result/Impact:</b> Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics by providing intervention during Advisory, Before and After School, Targeted Camp (AM and PM sessions) and Saturday schools. Administer MAP growth diagnostics to 95% of all eligible students in Reading and Math at BOY, MOY, and EOY. <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Instructional Leadership Team Campus Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Identify and progress monitor secondary students who are in need of support using defined parameters for attendance, behavior, reading and math intensive courses, and course failures using Branching Minds. <b>Strategy's Expected Result/Impact:</b> Increased number of students graduating with their cohort. Increased number of students experiencing success in school settings as determined by course mastery. A minimum improvement of at least 0.5 over the 2024-25 rate is expected. <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Instructional Leadership Team  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campuses will identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district and monitor progress in Branching Minds.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement as measured on STAAR/EOC to ensure a greater number of students demonstrating mastery of grade level content. Increased student achievement with our Asian and African American populations.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Instructional Leadership Team Campus MTSS Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement strategies and closely monitor student data to ensure a 3-6% growth in all math and reading EOC/STAAR tested courses, particularly in the areas of Algebra 1 and English 1.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement the Data Driven Instruction protocol and weekly data meetings with fidelity, specifically in the areas of Algebra 1 and English 1. Implement the PLC protocol and weekly instructional planning meetings with fidelity, specifically in the areas of Algebra 1 and English 1. Ensure 100% compliance of quarterly IEP progress monitoring reports for students.</p> <p>The percent of students who score at or above meets level or above on STAAR EOC will increase by 3-5% growth.</p> <p>Algebra 1 &amp; English 1 Meets Performance Targets by Student Group:            -All students: 29%            -African American 28%            -Asian 22%            -White 40%            -Hispanic 22%            -2 or more 30%            -SPED 18%            -Econ Dis 26%            -Current &amp; Former EBs 19%</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Instructional Leadership Team Campus Teachers Campus Students</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> We will implement targeted small group instruction based on data to increase the percentage of English language proficiency growth on TELPAS by 3-6% and implement Summit K12 minutes with fidelity. <b>Strategy's Expected Result/Impact:</b> -Increase the percentage of emergent bilingual students meeting exit criteria by 3-6% annually through the LPAC process. <b>Staff Responsible for Monitoring:</b> WHO: Campus Administrators Campus Instructional Coaches Campus ESL Interventionist Campus Teachers LPAC Committee  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
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 No Progress  Accomplished  Continue/Modify  Discontinue					






**Goal 1:** We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

**Performance Objective 9:** Improve attendance rate at least 2% over the 2024-2025 rate.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Focus, Leaver Data, Branching Minds


Strategy 1 Details		Reviews			
<b>Strategy 1:</b> We will increase campus attendance rate to 93.2% by identifying students with excessive absences and will then implement loss of credit protocols to help students increase their attendance rate to complete their graduation requirement. <b>Strategy's Expected Result/Impact:</b> Increase in academic achievement, attendance and increase in graduation rate. <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus SDS's Campus Secretaries Attendance Clerks Campus MTSS members  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					





**Goal 1:** We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth


**Performance Objective 10:** Each varsity team or organization will host at least one special night and make at least one visit to the elementary and middle schools in order to foster community engagement and provide support to the younger students in the Lake Highlands Learning Community.


**Evaluation Data Sources:** LHHS Calendar, Team & Organization Events & Competitions

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Academic, athletic and fine arts organizations will aspire to increase the number of students that achieve honors in district and state competitions.  <b>Strategy's Expected Result/Impact:</b> Senior students who are Academic All-State Honorees will increase districtwide by 15% The percentage of students who are Academic All District Honorees will increase by 10% districtwide Achieve a 1% success rate for one student from band, choir, and orchestra to qualify for TMEA All-State. 20% of band students district wide will earn a spot in the All Region Band. 10% of choir students district wide will earn a spot in the All Region Choir. 10% of orchestra students district wide will earn a spot in the All Region Orchestra. 100% of Varsity ensembles achieve first division ratings on stage and in sight-reading at UIL state assessment. 100% of Non-varsity (NV) and Sub-Non-Varsity (Sub-NV) ensembles achieve first or second division ratings on stage and in sight-reading at UIL state assessment  <b>Staff Responsible for Monitoring:</b> Campus Administrators Academic, athletic and fine arts organization sponsors  <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

 No Progress

 Accomplished


 Continue/Modify






 Discontinue

**Goal 2:** RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

**Performance Objective 1:** Employ recruiting and hiring practices that ensure the hiring of diverse staff that reflect the RISD population

**Evaluation Data Sources:** Increase in diverse demographic representation in RISD hiring.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Seek diverse candidates for hire at LHHS to represent all student populations to help increase achievement of Hispanic, African American, Asian, ELL and SPED performance as measured by STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> -Reduce campus turnover by 5%  Increased diversity in demographic representation in hiring  -Recruitment and retention aligned with district teacher competencies  -Increased teacher and staff diversity on campus  -Increased representation in campus leadership and extracurricular participation  -Increased achievement in special populations in participation, passing rates, and EOC performance</p> <p><b>Staff Responsible for Monitoring: WHO:</b>  -Campus Administrators  -Instructional Coaches  -Lake Highlands Club Sponsors</p> <p><b>HOW:</b>  -Attend district job fairs to recruit candidates that align with district teachers competencies  -Reach out to groups such as Texas Teachers, Teach Plus, Teach Worthy, and other alternative certification programs in order to widen the pool of applicants  -Utilize fair and consistent hiring practices with district protocols for interviewing  -Analyze selection processes for hiring or choosing teachers  -Analyze selection processes for choosing students for school representatives and/or clubs to ensure equity is met  -Utilize Performance Matters, Eduphoria, Lead4Ward, and Branching Minds to ensure students' needs are being met to lower the achievement gaps  -Use tutoring in Advisory and targeted tutoring after school and on Saturdays to address specific students' needs  -Provide professional development to staff members regarding strategies to use for students with disabilities and Emergent Bilingual students</p> <p><b>TEA Priorities:</b>  Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>  Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			


Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Set and maintain clear selection criteria, protocols, and induction processes <b>Strategy's Expected Result/Impact:</b> -Effective hiring and placement of staff members -Hiring process is aligned with school and district vision -Timely, efficient, and responsive hiring process <b>Staff Responsible for Monitoring:</b> WHO: -Campus Administrators  HOW: -Align hiring process with our school's vision, mission, values, and goals -Align hiring processes with district teacher competencies -Utilize campus specific interview questions to determine best hires -Standardize process across administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






**Goal 2:** RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

**Performance Objective 2:** Support and retain staff, particularly high-performing staff

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement personalized strategies to support campus staff <b>Strategy's Expected Result/Impact:</b> -Increased support for staff members -Increased retention of high performing staff members - Reduce campus turnover by 5% <b>Staff Responsible for Monitoring: WHO:</b> -Campus Administrators -Instructional Coaches  <b>HOW:</b> -Celebrate and highlight good teaching -Provide choice professional development -Identify and support staff pursuit of leadership roles -Use of Wildcat Update to help communicate calendar and upcoming events -Use of Teacher Hub to house resources for teachers -Share PBIS resources to help support staff -Increase presence of Assistant Principals in PLC and department meetings in order to support staff -Use of digital and engaging strategies; RISD Learning Framework, Lead4Ward, Depth & Complexity and AVID strategies in faculty PD -Staff survey included in Wildcat Update to provide direct line for needed support  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Systematic recognition of high performing staff members <b>Strategy's Expected Result/Impact:</b> -Increase recognition and celebration of teaching excellence -Increase positive staff response on campus and district surveys -Increased teacher retention rate <b>Staff Responsible for Monitoring: WHO:</b> -Campus Administrators -Instructional Coaches -Department Chairs -Positive Behavior Intervention Strategy (PBIS) Team  <b>HOW:</b> -IC Monthly staff and faculty member of the month nominations and Twitter (X) advertisement -STAR Teacher and Super Teacher Nominations through district forms -PBIS Team recognition of staff members  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop staff morale boosters to be executed throughout the year <b>Strategy's Expected Result/Impact:</b> -Increase positive staff response on campus and district surveys -Increase teacher retention rate <b>Staff Responsible for Monitoring: WHO:</b> -Campus Administrators -Instructional Coaches -Parent-Teacher Association (PTA) - Positive Behavior Intervention Strategy (PBIS) Team  <b>HOW:</b> -Intentional appreciation/incentives at staff meetings -Morale boosters at specific times throughout the year based on teacher need (October, February, testing, etc) -"December To Remember" week of appreciation activities -Host Teacher Appreciation Week -PBIS morale boosters, contests, and fun at holidays and celebratory times (i.e. Flaming Friday, Staff & Students of the Month, Pettigrew's Pit Stop store for students who earned WildCash)  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				


**Goal 2:** RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.



**Performance Objective 3:** Provide necessary professional development to successfully implement the Vision, Mission, Goals, and Objectives of the district Strategic Action Plans

**Evaluation Data Sources:** -Positive response rate by staff on professional development sessions' evaluation responses (Eduphoria)

-PD training calendar

-PD agendas and attendance rosters

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement "Welcome Week" for all new teachers to LHHS, solicit feedback to improve practices on campus, and incorporate activities for socialization among teachers  <b>Strategy's Expected Result/Impact:</b> -Increased capacity of new teachers -Positive feedback from new teachers -Increased awareness of Mission, Vision, and Goals -Increased implementation of Mission, Vision, and Goals  <b>Staff Responsible for Monitoring: WHO:</b> -Campus Administrators -Instructional Coaches -Department Chairs -Mentors  <b>HOW:</b> -Develop professional development activities for new teachers based on campus needs -Differentiate professional development based on subject and years of experience -Utilize campus resources and staff to prepare new teachers for success  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide mentors for all year one teachers at LHHS <b>Strategy's Expected Result/Impact:</b> -Increased support for new teachers <b>Staff Responsible for Monitoring: WHO:</b> -Campus Administrators -Instructional Coaches -Mentors  <b>HOW:</b> -Assign mentors based on survey, personality, location, and department -Foster relationship building activities with mentor and mentees -Encourage frequent check-ins from mentor to offer support -Required monthly meetings with mentors/mentees as designed by RISD Mentoring program  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Accomplished			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Continue to provide campus PD based on teacher and student needs <b>Strategy's Expected Result/Impact:</b> -Increased capacity of LHHS teachers and staff -Increase positive response rate by staff on professional development offered at campus <b>Staff Responsible for Monitoring: WHO:</b> -Campus Administrators -Dean of Instruction -Instructional Coaches -Lake Highlands Learning Community Academic Facilitator -Curriculum Directors/Specialists  <b>HOW:</b> -Utilize ICs and district personnel to seek feedback from teachers and develop responsive PD -Dean of Instruction will gather information from PLCs regarding PD needs -Offer specific support in TRS and Lead4Ward through quality PD -Require professional development on student populations in need, specifically ESL and SPED  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			





No Progress



Accomplished



Continue/Modify






Discontinue






**Goal 2:** RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

**Performance Objective 4:** Seek employee input and feedback from RISD staff to inform decision making

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize campus surveys to collect feedback from staff  <b>Strategy's Expected Result/Impact:</b> -Identify and address low areas on climate survey results. -Increase in staff feedback and input for campus decision making -Increase in positive response rate of staff in focus group response and/or staff survey responses -Develop goals from survey feedback to increase morale to address discipline  <b>Staff Responsible for Monitoring:</b> WHO: -Campus Administrators  HOW: -Send survey within "Wildcat Update" to allow teachers a way to submit concerns or feedback -Develop campus specific surveys at certain times throughout the year such as after major events, end of the semester, and end of the school year in order to get staff feedback and opinions -Disaggregate district climate survey results.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			


Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Increase staff response rate on district surveys <b>Strategy's Expected Result/Impact:</b> Increase staff response rate on district surveys <b>Staff Responsible for Monitoring: WHO:</b> -Campus Administrators  <b>HOW:</b> -Encourage participation of all staff in district surveys -Create department competitions and incentives for survey participation -Increase in positive response rate of staff in focus group response and/or staff survey responses -Increase teacher response rate  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Implement monthly "New Teacher Check-Ins" with Instructional Coaches to collect feedback from new teachers <b>Strategy's Expected Result/Impact:</b> -Increased support for new teachers through mentoring and PD -Strengthened lines of communication between new teachers, instructional coaches, and administrators regarding need for support <b>Staff Responsible for Monitoring: WHO:</b> -Dean of Instruction -Instructional Coaches  <b>HOW:</b> -Develop morning and afternoon check-in sessions each month with new teachers and ICs -Create agendas based on needs of new teachers from observations and informal feedback -Utilize Google Form to allow new teachers to give anonymous feedback when needed -Share feedback with administrators or mentors as needed -Share important teacher information on the LH Teacher Hub to help teachers navigate and have resources  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> 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		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Improve campus communication and collaborative decision making <b>Strategy's Expected Result/Impact:</b> -Strengthened lines of communication between administrators and teachers -Increased positive response rate on campus and district surveys regarding communication <b>Staff Responsible for Monitoring:</b> WHO: -Campus Administrators -Instructional Coaches -Department Chairs  HOW: -Continue to develop Instructional Leadership Team as a method for collaborative decision making -Utilize "Wildcat Update" and Remind to communicate messages to staff in a timely manner -Meet regularly as an ILT -Frequent check-ins with campus leadership team to streamline and standardize communication to all staff members  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







**Goal 2:** RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

**Performance Objective 5:** Respond to low areas identified on climate survey results.

**Evaluation Data Sources:** District climate survey and feedback

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Restructure campus into freshman/sophomore (L building) and junior senior (H-building) areas. <b>Strategy's Expected Result/Impact:</b> Reduced tardies and skipping Reduced disciplinary referrals Reduced hallway traffic Increased learning and time on task <b>Staff Responsible for Monitoring: WHO:</b> -Campus Administrators -Instructional Coaches  <b>HOW:</b> -Review attendance and tardy data and feedback from staff. -Walk building and identify how to cluster grade levels and departments by hallway. -Develop a map of building outlining the grade level clusters. -Strategically place administrators to provide support accross campus. -Communicate plan to focus group of teachers and area superintendent. -Communicate plan to all teachers impact via zooms. -Provide multiple opportunites for teachers to move, with teacher support. -Communicate structure to students and families.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			


Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Add signage and improve lighting, college-themed stickers, motivational quotes and pictures of students. Emphasis on cleaning all campus areas on a regular basis. <b>Strategy's Expected Result/Impact:</b> -cleaner campus -more welcoming environment for students, staff and community -stakeholders take pride in the physical building <b>Staff Responsible for Monitoring:</b> WHO: Campus Administrators Custodians  HOW: -Restructure custodial team -Measure, order and place new signage -Identify locations -Work with facilities to identify steps for better lighting  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide opportunities quarterly to give feedback on campus operations via surveys from principal's faculty newsletter. <b>Strategy's Expected Result/Impact:</b> Faster response time to address areas of concern Reduced tardies and skipping Reduced disciplinary referrals Reduced hallway traffic Increased learning and time on task <b>Staff Responsible for Monitoring:</b> WHO: Campus Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement new ID badge expectations and hallway pass system. <b>Strategy's Expected Result/Impact:</b> Faster response time to address areas of concern Reduced tardies and skipping Reduced disciplinary referrals Reduced hallway traffic Increased learning and time on task <b>Staff Responsible for Monitoring:</b> Campus Administrators Behavior Specialist Campus Secretaries Securly Pass Team Campus Teachers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Utilize administrator and district support to ensure smoother AP testing on campus. <b>Strategy's Expected Result/Impact:</b> Improved test administration experience. Increased communication.	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 2:** RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.






**Performance Objective 6:** Strengthen the leadership capacity of campus administrators

- Evaluation Data Sources:**
- Address low areas in climate survey
  - Response rate on staff surveys regarding campus leadership and student behavior.
  - Certificates of attended PD to strengthen leadership
  - Attendance at district-led PD

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Continue weekly-administrator meetings in order to collaborate and build capacity of campus administration <b>Strategy's Expected Result/Impact:</b> -Increased capacity of campus administration -Collaboration across administrators -Ensure T-TESS calibration and interrater reliability among evaluators. <b>Staff Responsible for Monitoring:</b> WHO: -Campus Administrators  HOW: -Develop agenda for weekly administrator meetings -Collaborate on specific projects and events as a team effort -Build capacity of campus administration through individual feedback -Focus on student progress and formative data  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide clear, written, and transparent roles and responsibilities for all campus instructional leaders <b>Strategy's Expected Result/Impact:</b> -Increased capacity of campus instructional leaders -Protected time for personal growth of campus instructional leaders -Increased completion of leadership tasks <b>Staff Responsible for Monitoring:</b> WHO: -Campus Principal  HOW: -Update Administrator roles chart -Use of T-PESS BOY Goals and T-PESS calendar to provide meetings and meaningful feedback on goals, job performance and areas for growth -Define and update IC roles -Build capacity of teacher leaders at Department Chair Meetings  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Mentoring by campus principal of assistant principals <b>Strategy's Expected Result/Impact:</b> -Increased capacity of administrative team <b>Staff Responsible for Monitoring:</b> WHO: -Principal -Dean of Instruction  HOW: -T-PESS goals collaboratively set and monitored -High expectations consistently set and communicated -Deliberate modeling -Observation and feedback cycles -Trainings and PD offered to help build skills  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize the district walk-through form to give intentional, specific feedback for teacher growth.</p> <p><b>Strategy's Expected Result/Impact:</b> -Ensure T-TESS calibration and interrater reliability among evaluators</p> <ul style="list-style-type: none"> <li>-Increased campus walk-through feedback to teachers</li> <li>-Increased admin presence in the classrooms</li> <li>-Increased teacher growth in the classroom</li> <li>-Increased student performance and classroom learning</li> </ul> <p><b>Staff Responsible for Monitoring:</b> WHO:</p> <ul style="list-style-type: none"> <li>-Campus Administrators</li> </ul> <p>HOW:</p> <ul style="list-style-type: none"> <li>-Conduct a goal of 5 walk-throughs each week</li> <li>-Admin notes on feedback and meetings with teachers</li> <li>-Use Eduphoria to keep walk-through documentation and forms</li> <li>-Utilize district T-TESS calendar and schedule to implement T-TESS cycle</li> </ul> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Moderate Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







**Goal 2:** RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

**Performance Objective 7:** Schedule and implement effective strategies to address T-TESS calibration and inter-rater reliability among evaluators.

**High Priority**

**Evaluation Data Sources:** RISD Walkthrough Cadence Document  
Strive Walkthrough Data/Reports  
T-TESS Rubric

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Plan administration team walks with the TIA Director twice (fall/spring) during the school year. <b>Strategy's Expected Result/Impact:</b> Strong calibrated teacher observation system that guarantees consistency in evaluations by ensuring all appraisers share a common understanding on the T-TESS criteria which leads to teachers feeling their assessments are fair, objective and reflective of their actual performance in the classroom. <b>Staff Responsible for Monitoring:</b> Campus Principal T-TESS Campus Facilitator Campus Administration Teacher Incentive Allotment Director  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize the RISD Walkthrough Cadence document to plan and conduct monthly administration team campus walks to view the dimensions listed for each 3-week window. <b>Strategy's Expected Result/Impact:</b> Greater accountability for ensuring that all T-TESS dimensions are being observed and scored for all teachers by the end of the year resulting in providing comprehensive and evidence feedback to teachers to foster continuous improvement that leads to directly impacting student learning. <b>Staff Responsible for Monitoring:</b> Principal T-TESS Facilitator Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Schedule calibration sessions to discuss evidence, scores and feedback to ensure that evaluators are within one proficiency level from each other on scores. <b>Strategy's Expected Result/Impact:</b> Greater alignment between understanding of the rubric with the application of evaluation criteria among different appraisers leading to teacher and student overall growth. <b>Staff Responsible for Monitoring:</b> Principal T-TESS Facilitator Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Implement T-TESS specific dimension training in the identified dimension areas where evaluators exceed one proficiency level in scoring while calibrating. <b>Strategy's Expected Result/Impact:</b> Increased knowledge of the dimensions within the T-TESS rubric and scoring criteria resulting in reduced scoring bias and inconsistency. <b>Staff Responsible for Monitoring:</b> Principal T-TESS Facilitator Campus Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					


**Goal 3:** The campus will design and implement aligned systems of curriculum, instruction, and professional learning that provide personalized supports for both students and staff, resulting in measurable growth in academic achievement and professional capacity.




**Performance Objective 1:** Curriculum & Instructional Alignment



The campus will implement vertically and horizontally aligned curriculum and instructional practices to ensure consistency and rigor across grade levels, leading to measurable student growth.






**High Priority**

**Evaluation Data Sources:** Student assessment data on Campus, District, State, and National Assessment  
Walk-through data illustrating implementation of the RISD curriculum

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement RISD curriculum documents and resources with fidelity to ensure a guaranteed and viable curriculum for all students through the lesson internalization process.  <b>Strategy's Expected Result/Impact:</b> Teachers will have clarity in what students need to know, understand, and be able to do in class. Growth in student academic achievement. <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Campus Department Chairs CampusTeam Leads  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Implementation of HQIM through Bluebonnet Math in Algebra I and SAVAAS in English I and II as adopted by RISD. <b>Strategy's Expected Result/Impact:</b> 24% students will achieve Meets on Algebra I EOC. 52% of students will achieve Meets on English I EOC. <b>Staff Responsible for Monitoring:</b> Campus Principal Academic Dean of Instruction Instructional Coaches Department Chairs  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Identify instructional opportunities in teacher-created classroom experiences for the defined priority goal strands for staff and students. <b>Strategy's Expected Result/Impact:</b> 100% of LHHS PLCs will work through their professional learning goal tied to the RISD Learner Framework. <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Dean of Instruction  <b>ESF Levers:</b> 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		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Implement the RISD Learning Framework to ensure all LHHS student learning experiences align with the competencies of the RISD Graduate Profile. <b>Strategy's Expected Result/Impact:</b> 100% of LHHS students will graduate with life-ready skills aligned to the RISD graduate profile. 100% of LHHS will progress monitor their academic/life ready goals by submitting evidence to their portfolios quarterly. <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Instructional Leadership Team  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Embed Lead4Ward, Ellevation/Summit K12, AVID, and content-specific research-based instructional strategies and tools into daily learning experiences. <b>Strategy's Expected Result/Impact:</b> Improved tier 1 instruction and differentiation. Increased student engagement and more student centered learning. Improved student performance on district and state assessments. <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Department Chairs Professional Learning Community (PLC) Team Leads  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Provide job-embedded Professional Learning Community (PLC) time for teachers to align lessons and assessments to state and national standards. <b>Strategy's Expected Result/Impact:</b> Aligned learning experiences and increased student engagement resulting in higher academic success. <b>Staff Responsible for Monitoring:</b> Campus Administration Campus Instructional Coaches Campus Department Chairs Professional Learning Community (PLC) Team Leads  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Embed the Learner Framework pieces into regular classroom instruction to provide content-based opportunities for student engagement and growth, and highlight and produce exemplars to share with the central office to create an "exemplar bank."</p> <p><b>Strategy's Expected Result/Impact:</b> An increased number of learning experiences designed with the RISD learner framework.            Increase student engagement and sticky learning for students.            Increased content knowledge, best instructional practices resulting in high-quality, standards aligned tier 1 instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Instructional Coaches            Department Chairs            Professional Learning Community (PLC) Team Leads</p> <p><b>ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 3:** The campus will design and implement aligned systems of curriculum, instruction, and professional learning that provide personalized supports for both students and staff, resulting in measurable growth in academic achievement and professional capacity.



**Performance Objective 2:** Student Growth & Goal-Setting






The campus will establish systems for individualized student growth plans, ensuring that at least 90% of students demonstrate measurable progress toward their personal academic goals.

**High Priority**

**Evaluation Data Sources:** Student academic and life-ready growth goal portfolio evidence.  
Student growth on state and national assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Require all 9th and 10th grade students to set academic growth goals in reading and math at the beginning of the year.</p> <p><b>Strategy's Expected Result/Impact:</b> By October 9th, 100% of LHHS students will create an academic growth goal, create a portfolio, and add a baseline/BOY artifact per goal. By October 31st, 100% of LHHS students will add at least 1 reflection or artifact per goal to their Schoology portfolio.</p> <p>By January 30th, LHHS students will analyze their MOY Data &amp; make any adjustments to their academic growth goal.</p> <p>By March 13th, 100% of LHHS students will add at least 1 reflection or artifact per goal to their Schoology portfolio. By May 19th, 100% of LHHS students will complete their EOY Data Reflections, add any additional artifacts to their portfolio, and participate in the RISD Growth Goal Progress Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Team Instructional Coaches English &amp; Math Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Require all 11th-grade students to set academic growth goals for the ACT assessment at the beginning of the year. <b>Strategy's Expected Result/Impact:</b> By October 9th, 100% of LHHS students will create an academic growth goal, create a portfolio, and add a baseline/BOY artifact per goal. By October 31st, 100% of LHHS students will add at least 1 reflection or artifact per goal to their Schoology portfolio.  By January 30th, LHHS students will analyze their MOY Data & make any adjustments to their academic growth goal.  By March 13th, 100% of LHHS students will add at least 1 reflection or artifact per goal to their Schoology portfolio. By May 19th, 100% of LHHS students will complete their EOY Data Reflections, add any additional artifacts to their portfolio, and participate in the RISD Growth Goal Progress Survey. <b>Staff Responsible for Monitoring:</b> Campus Administration Team Instructional Coaches English, Math, and Science Teachers		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Require all 12th-grade students to set academic growth goals aligned to CCMR requirements for graduation at the beginning of the year. <b>Strategy's Expected Result/Impact:</b> By October 9th, 100% of LHHS students will create an academic growth goal, create a portfolio, and add a baseline/BOY artifact per goal. By October 31st, 100% of LHHS students will add at least 1 reflection or artifact per goal to their Schoology portfolio.  By January 30th, LHHS students will analyze their MOY Data & make any adjustments to their academic growth goal.  By March 13th, 100% of LHHS students will add at least 1 reflection or artifact per goal to their Schoology portfolio. By May 19th, 100% of LHHS students will complete their EOY Data Reflections, add any additional artifacts to their portfolio, and participate in the RISD Growth Goal Progress Survey. <b>Staff Responsible for Monitoring:</b> Campus Administration Team Instructional Coaches English, Math, and Science Teachers		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Require all 9th-12th grade LHHS students to set and/or revise a life-ready growth goal aligned to the RISD Graduate profile at the beginning of the year.</p> <p><b>Strategy's Expected Result/Impact:</b> By October 9th, 100% of LHHS students will create an academic growth goal, create a portfolio, and add a baseline/BOY artifact per goal. By October 31st, 100% of LHHS students will add at least 1 reflection or artifact per goal to their Schoology portfolio.</p> <p>By January 30th, LHHS students will analyze their MOY Data &amp; make any adjustments to their academic growth goal.</p> <p>By March 13th, 100% of LHHS students will add at least 1 reflection or artifact per goal to their Schoology portfolio. By May 19th, 100% of LHHS students will complete their EOY Data Reflections, add any additional artifacts to their portfolio, and participate in the RISD Growth Goal Progress Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Team Instructional Coaches English &amp; Math Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 3:** The campus will design and implement aligned systems of curriculum, instruction, and professional learning that provide personalized supports for both students and staff, resulting in measurable growth in academic achievement and professional capacity.




**Performance Objective 3: Professional Learning & Staff Development**







The campus will provide targeted professional learning and coaching cycles for all teachers, increasing staff capacity to deliver differentiated and engaging instruction that meets diverse learner needs.

**Evaluation Data Sources:** Accountability Data, Climate Survey, Board Goals,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lead professional learning that promotes continuous growth and equips all employees and students with the knowledge and skills they need to reach their individual growth goals. <b>Strategy's Expected Result/Impact:</b> Build the capacity of the LHHS staffulty to ensure growth. <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Instructional Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Design and implement focused professional learning on understanding and using learner experiences in daily instruction. <b>Strategy's Expected Result/Impact:</b> Increased student engagement in the classroom. <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Instructional Leadership Team  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Utilize districtwide professional development days to support and train teachers on the Learner Growth Experience. <b>Strategy's Expected Result/Impact:</b> Evidence of increased student engagement and success through walk-through analysis and personal growth goals. <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Instructional Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Plan for the iTeam on campus support and professional learning in identified areas of growth, based on support teacher feedback and walkthroughs. <b>Strategy's Expected Result/Impact:</b> Effective and innovative instructional practices that align with the Learning Framework and individual goals. Purposeful utilization and implementation of technology in learning experiences. <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Instructional Leadership Team  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Ensure all Secondary Advanced, AP, and OnRamps teachers complete their 30 hours of G/T foundational training or 6 hours of update. 6 hours update trainings are approved by the campus Secondary Instructional Coach. <b>Strategy's Expected Result/Impact:</b> -100% of all secondary Advanced, AP, and OnRamps teachers will complete their required GT hours. <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coach  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Provide differentiated professional learning to each professional learning community (PLC) to ensure the LHHS staffuly utilize effective PLC structures consistently, ensuring alignment with LHHS PLC Playbook. <b>Strategy's Expected Result/Impact:</b> Increased capacity of all LHHS staffuly utilizing the PLC systems and protocols to ensure quality tier 1 instruction. <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Department Chairs Professional Learning Community (PLC) Team Leads  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
Strategy 7 Details		Reviews			
<b>Strategy 7:</b> Implement coaching cycles focused on differentiation and engagement strategies. <b>Strategy's Expected Result/Impact:</b> By January, 60% of teachers will have participated in one cycle. <b>Staff Responsible for Monitoring:</b> Administration Team Instructional Coaches		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide differentiated professional learning sessions aligned to staff needs assessments including but not limited to Learning Objectives, Lesson Internalization, and DDI protocols, as well as Lead4ward and AVID strategies. <b>Strategy's Expected Result/Impact:</b> By May, 100% of staff will have engaged in three targeted PD sessions, with survey satisfaction above 90%. <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Implement the Schoology Learning Management System (LMS) platform as a tool for facilitating components of the Learning Framework. <b>Strategy's Expected Result/Impact:</b> Increase utilization of the different features and functions of the LMS Schoology Platform. <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches iTeam  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				


**Goal 3:** The campus will design and implement aligned systems of curriculum, instruction, and professional learning that provide personalized supports for both students and staff, resulting in measurable growth in academic achievement and professional capacity.

**Performance Objective 4:** College, Career, and Military Readiness (CCMR)



The campus will increase College, Career, and Military Readiness by expanding opportunities for students to engage in rigorous coursework, earn industry certifications, and demonstrate readiness indicators, ensuring equitable access for all student groups.



**HB3 Goal**






**Evaluation Data Sources:** Increase students meeting the CCMR indicator to 100%

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Monitor all LHHS seniors to ensure they graduate college and career ready, as measured by College, Career, Military Ready (CCMR) A-F accountability and outcome-based bonus indicators.  <b>Strategy's Expected Result/Impact:</b> 100% of LHHS students will achieve one or more of the College, Career, Military Ready indicators by graduation. 40% of LHHS students will qualify for the House Bill 3, outcome-based bonus, College, Career, Military Ready indicator by graduation.  <b>Staff Responsible for Monitoring:</b> Dean of Instruction College and Career Counselor Counselors Senior Administrator  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide students with varying opportunities to earn college credit hours through Advanced Placement (AP), dual credit, and University of Texas OnRamps. <b>Strategy's Expected Result/Impact:</b> Increased Advanced/AP/GT/Dual Credit/OnRamps enrollment and retention. Increased the number of diverse students enrolled in Advanced/AP/GT/Dual Credit/On Ramps courses. Increased performance in Advanced/AP/GT/Dual Credit/OnRamps courses. <b>Staff Responsible for Monitoring:</b> Campus Administrators Advanced/AP/GT/Dual Credit/OnRamps Teachers District Advanced Learning Specialist Counselors AVID Teachers  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide opportunities to increase retention of Career Technology Education (CTE) students, and work to realign the industry-based certification calendar to match Texas Education Agency's phase-in of completer status. <b>Strategy's Expected Result/Impact:</b> Increased enrollment and retention of students in Career Technology Education (CTE) courses. Increased completion of Career Technology Education (CTE) pathways resulting in certification or licensing and completer status. <b>Staff Responsible for Monitoring:</b> College and Technical Education (CTE) Administrator College and Technical Education (CTE) Teachers Campus Administrators Pathways and Technology Early College High school (PTECH) Teachers Counselors College and Career Counselor  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> To ensure all AVID seniors graduate and meet CCMR requirements through targeted AVID tutorials, bi-weekly progress monitoring, AVID TSIA2 testing available in the AVID elective class, and Texas College Bridge completion during AVID class time. <b>Strategy's Expected Result/Impact:</b> 100% of AVID scholars will earn College, Career, Military Ready designation by graduation. <b>Staff Responsible for Monitoring:</b> AVID Administrator Counselors College & Career Counselor AVID Coordinator AVID Teachers  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Refine enrollment and recruitment process for the Pathways in Technology Early College High School (P-TECH) program. <b>Strategy's Expected Result/Impact:</b> Increased student enrollment and retention in the Pathways in Technology Early College High School (P-TECH) program. <b>Staff Responsible for Monitoring:</b> P-TECH Administrator Campus Administrators Counselors College & Career Counselor P-TECH Teachers AVID Teachers  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Expand embedded ACT and TSI supports and preparation for all LHHS students. <b>Strategy's Expected Result/Impact:</b> 40% of seniors will earn the minimum requirement on either the ACT, SAT, or TSIA to qualify for House Bill 3 Outcome Based Bonus funding. <b>Staff Responsible for Monitoring:</b> Dean of Instruction Testing Administrator Counselors College and Career Counselor  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				


**Goal 3:** The campus will design and implement aligned systems of curriculum, instruction, and professional learning that provide personalized supports for both students and staff, resulting in measurable growth in academic achievement and professional capacity.



**Performance Objective 5:** Data-Driven Decision Making



The campus will use systematic data analysis to guide instructional adjustments, ensuring interventions and extensions are implemented with fidelity to improve academic outcomes.






**High Priority**

**Evaluation Data Sources:** Professional Learning Community (PLC) Weekly Data Meeting protocol and documentation.  
Graduation rate meets or exceeds district performance growth goal.  
Increase state and national student performance.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implement district-wide data protocol with fidelity to ensure teachers and campus leaders can identify, monitor, and respond to student misconceptions of state and national standards.  <b>Strategy's Expected Result/Impact:</b> Increase student performance on state and national assessments. Increase implementation of differentiated instructional strategies.  <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Instructional Leadership Team Professional Learning Community (PLC) Team Leads  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> The campus MTSS team will conduct regular data meetings to review student performance and adjust interventions. <b>Strategy's Expected Result/Impact:</b> 95% of all student will attend school and graduate. <b>Staff Responsible for Monitoring:</b> MTSS-B Lead MTSS-A Lead Camus Administrators Counselors Behavior Interventionist Culture Coach Intervention Counselor Social Worker  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Identify and monitor tier 2 and 3 students by utilizing Aware, Branching Minds, Ellevation/Summit K12, eSPED, CCMR Insights, and Attendance Bulletins to track and monitor student progress in attendance, academics, and behavior. <b>Strategy's Expected Result/Impact:</b> Improvement in attendance, behavior and academic achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators MTSS-B Lead MTSS-A Lead Instructional Coaches Instructional Leadership Team Professional Learning Community (PLC) Team Leads  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop individualized linguistic plans for support for emergent bilingual students by using Summit K12 and Ellevation strategies. <b>Strategy's Expected Result/Impact:</b> Increase student support and achievement for emergent bilingual students. <b>Staff Responsible for Monitoring:</b> Campus Administration Reading and Language Arts teachers Language Acquisition Teacher  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Review and revise the Credit Recovery program at LHHS, including the use of the Edgenuity program, allowing students to recapture hours and academic content when needed. <b>Strategy's Expected Result/Impact:</b> Increase the number of credits recaptured for all students. Increase graduation rate. <b>Staff Responsible for Monitoring:</b> Campus Administration Team Senior Administrator Counselors Credit Recovery Teachers MTSS-A  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Analyze student data in Branching Minds related to academics, behaviors, and attendance to identify students who would benefit from an alternative educational setting such as the Thurgood Marshall Learning Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased graduation rate. Increased support for at risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Team Counselors Behavior Intervention Specialist Intervention Counselor MTSS-B Administrator MTSS-A Administrator</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






**Goal 4:** We will create opportunities to ensure engagement with community members in RISD.

**Performance Objective 1:** Increase links between home and school by providing systemic opportunities for parent engagement

**Evaluation Data Sources:** Use focus groups and surveys to assess response by parents/community members and invite parents and community member to participate in school events.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Design a variety of parent engagement opportunities throughout the year. <b>Strategy's Expected Result/Impact:</b> Increase links between home and school using varied engagement opportunities that connect the community to school through a variety of events, that introduce school groups and organizations to RISD stakeholders. <b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Behavior Specialist Campus Committees Athletic Directors Club Sponsors Culture Coach Social Worker  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Advertise specific communications to historically underrepresented groups regarding events <b>Strategy's Expected Result/Impact:</b> Increased participation numbers and representation of all populations by communicating through calls, translation services, platforms that can be translated by the reader in their language, Blackboard and talking points. <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Counselors Teachers Social Worker Behavior Specialist  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			











Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Encourage engagement of the families with students involved in extracurricular activities in booster groups and opportunities for service and school engagement <b>Strategy's Expected Result/Impact:</b> Increase participation in booster groups across all activities and parent/guardian engagement through written advertisement and social media. <b>Staff Responsible for Monitoring:</b> Campus Administration LH Counselors Behavior Specialist Athletic Directors Fine Arts Coordinator Sponsors/Coaches (JROTC, Folklorico, Step Team, Ruby Reds, K Pop) Culture Coach Social Worker  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** We will create opportunities to ensure engagement with community members in RISD.

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

**Evaluation Data Sources:** Lake Highlands High School will use several forms of communication such as Weekly News Letters, Blackboard, Talking Points, Focus messenger and social media to reach out to our community stakeholders. These forms of communication will go out for general information to allow the students, parents and community preparation time for school events and give timely information on happening at the school.







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue communication via Blackboard, Smore, and LHHS parent newsletter sent to all stakeholders <b>Strategy's Expected Result/Impact:</b> Strengthened lines of communication between all stakeholders and increase awareness of LHHS positives and student success through Blackboard, Smore, Community News Letters and social media. <b>Staff Responsible for Monitoring:</b> Campus Principal Campus Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Actively engage with community using social media <b>Strategy's Expected Result/Impact:</b> Strengthened lines of communication between all stakeholders and share positives of LHHS and student success through social media, news letters and the LHHS marquee. <b>Staff Responsible for Monitoring:</b> -Campus Administrators -Social Media Account Manager  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Distribute student survey through specific classes and develop action plan based on results <b>Strategy's Expected Result/Impact:</b> We will create a positive culture by using climate surveys that represent all students that inquire about their wants and needs and utilize the feedback to develop a action plan. <b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Coaches Student Focus Groups  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Ensure that our College & Career Counselor regularly communicates with all stakeholders regarding opportunities for students. <b>Strategy's Expected Result/Impact:</b> Increase communication and participation between College & Career Counselor and LHHS community through posters, news letters, and promotion of college related event happening at and through LHHS. <b>Staff Responsible for Monitoring:</b> College and Career Counselor Academic Counselors Campus Administration Behavior Specialist Culture Coach Social Worker	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** We will create opportunities to ensure engagement with community members in RISD.

**Performance Objective 3:** Continue community involvement in the strategic planning process and volunteer opportunities for existing partners, groups, and corporations







**Evaluation Data Sources:** Long Range Strategic Plans  
Voly data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Encourage involvement of Lake Highlands stakeholders in the RISD strategic planning process <b>Strategy's Expected Result/Impact:</b> Advertise district strategic planning committees through LHHS communication channels and encourage teachers and community members to engage in strategic planning processes. <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Teachers Campus Staff Parents Community Members  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Actively seek community partners and recruit volunteers for campus events and initiatives <b>Strategy's Expected Result/Impact:</b> Create community out reach to develop relationships with local businesses and advertise opportunities for volunteers through social media outlets. <b>Staff Responsible for Monitoring:</b> Campus Administrators Club Sponsors and Coaches Executive Assistant  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** We will create opportunities to ensure engagement with community members in RISD.

**Performance Objective 4:** Expand volunteer opportunities for existing partners and create opportunities for community groups and corporations to interact with students, staff, and families of LHHS.


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







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities for seniors to connect with a community partner. <b>Strategy's Expected Result/Impact:</b> Facilitate opportunities for students to partner with community stakeholders both in groups and individually through Lead Well, JROTC, and Exchange Club. <b>Staff Responsible for Monitoring:</b> Senior Administrator Assistant to Senior Administrator Campus Club and Extracurricular Sponsors	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Encourage 100% of staff members to join PTA. <b>Strategy's Expected Result/Impact:</b> Increased PTA membership by encouraging staff to join, offer discounts and utilize social media to promote PTA events. <b>Staff Responsible for Monitoring:</b> Campus Administration Department Chairs	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

**Performance Objective 1:** Collaborate with Facility Services and the Energy & Sustainability Department to optimize building/campus energy use in an effort to align with the District's Energy Management Plan and lower overall energy consumption.

- High Priority**
- Evaluation Data Sources:** School Budget
  - Purchase Orders
  - Work Orders
  - Climate Survey
  - Maintenance Department's Key Performance Indicators (KPI's)
  - Building Walk-throughs
  - Facilities Department Report
  - District's Energy Management Plan

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure operations are conducted in a financially efficient and effective manner. <b>Strategy's Expected Result/Impact:</b> Increase impact on energy conservation and sustainability of scare resources. <b>Staff Responsible for Monitoring:</b> Principal Executive Secretary Financial Secretary  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide a safe, comfortable, and well-maintained environment at all campuses. <b>Strategy's Expected Result/Impact:</b> Expect a positive response rate of 95% or higher from internal or external stakeholders in focus group and/or survey responses. <b>Staff Responsible for Monitoring:</b> Principal Executive Secretary Financial Secretary Maintenance Team Front office Staff Safety & Security Coordinator Campus Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide a safe, secure, and reliable technology infrastructure to support teaching, learning and operations. <b>Strategy's Expected Result/Impact:</b> Expect a 95% or better positive response on the district climate survey. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey. <b>Staff Responsible for Monitoring:</b> Technology Specialist Digital Coach Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					