

Richardson Independent School District



Lake Highlands High School

Accountability Rating: B

Distinction Designation:

Academic Achievement in English Language Arts/Reading,
Academic Achievement in Mathematics, Academic
Achievement in Social Studies, Postsecondary Readiness

2026-2027 Campus Improvement Plan

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

Demographics

Summary

Lake Highlands High School serves a diverse student body with a balanced, multi-ethnic population: **32.4% White, 31.0% Hispanic, 24.7% Black, and 9.2% Asian.**

From a socio-economic standpoint, **of the 2,816 students in the enrollment data, 1,496 (53.1%) qualify for Economically Disadvantaged services (1,327 Free Lunch and 169 Reduced Lunch), while 1,320 (46.9%)** are non-economically disadvantaged. This highlights a dynamic, diverse campus demographic that represents a balanced blend of distinct cultural backgrounds and socio-economic levels

Strengths

Lake Highlands High School benefits from a balanced demographic profile, with no single ethnic or socio-economic group forming a dominant majority. This rich diversity fosters an inclusive campus culture that exposes students to varied perspectives and prepares them for post-secondary success in a global society. Additionally, with over 46% of the student body classified as non-economically disadvantaged alongside a robust Economically Disadvantaged population (53.1%), LHHS possesses a unique opportunity to leverage well-funded Title I and State Compensatory Education (SCE) resources alongside strong parent and community partnerships to provide targeted academic acceleration, specialized support programs, and equitable opportunities for all students.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Over half of the LHHS student body (53.1%) is economically disadvantaged, creating persistent achievement and opportunity gaps between socio-economic student groups on state assessments, advanced course enrollment, and post-secondary readiness.	

★ = Priority

Student Achievement

Summary

According to the official **2026 TEA Accountability Rating Overall Summary**, Lake Highlands High School earned an **Overall Rating of B (Scaled Score: 88)**. The campus is serving an economically disadvantaged population of **56.4%** and earned **4 Distinction Designations** (Academic Achievement in ELA/Reading, Mathematics, Social Studies, and Postsecondary Readiness). The breakdown across accountability domains includes:

- **Student Achievement (Domain I):** Earned an **84 (B)**. While **College, Career, and Military Readiness (CCMR)** achieved an outstanding scaled score of **98** (component score: 97), **STAAR Performance** scored **79** (component score: 52) and **Graduation Rate** scored **65** (component score: 93.5%).
- **School Progress (Domain II):** Earned a **91 (A)**. This domain is anchored by **Relative Performance (91, Grade A)**, whereas **Academic Growth** scored **75 (Grade C)**.
- **Closing the Gaps (Domain III):** Earned an **80 (B)** (component score: 62).
- **Federal/State Identification:** Identified for **Targeted Support and Improvement**.

College, Career, and Military Readiness (CCMR) / School Quality

- **Component Score: 100** (Earned **16 out of 16** total possible component points, contributing the maximum **30.0 weighted points** toward Domain III).
- **Performance Across Student Groups:**
 - **All Students: 95%** (vs. state interim target of 63%).
 - **African American: 95%** (vs. target of 47%).
 - **Hispanic: 93%** (vs. target of 60%).
 - **White: 99%** (vs. target of 71%).
 - **Asian: 97%** (vs. target of 84%).
 - **Economically Disadvantaged: 94%** (vs. target of 56%).
 - **Emergent Bilingual / English Learners: 93%** (vs. target of 51%).
 - **Special Education (Current): 84%** (vs. target of 64%).
 - **High Focus: 95%** (vs. target of 56%).

English Language Proficiency (TELPAS)

- **Component Score: 75** (Earned **3 out of 4** possible points, contributing **7.5 weighted points** toward Domain III).
- **Met Target: Yes.**
- **2026 English Language Proficiency Progress Rate: 29%** (181 out of 626 evaluated EB/EL students demonstrated required progress or advanced fluency).
- **State Performance Target Alignment:** Exceeded the 2023–2027 interim target of **28%** and improved over the prior year rate of **28%**.

Strengths

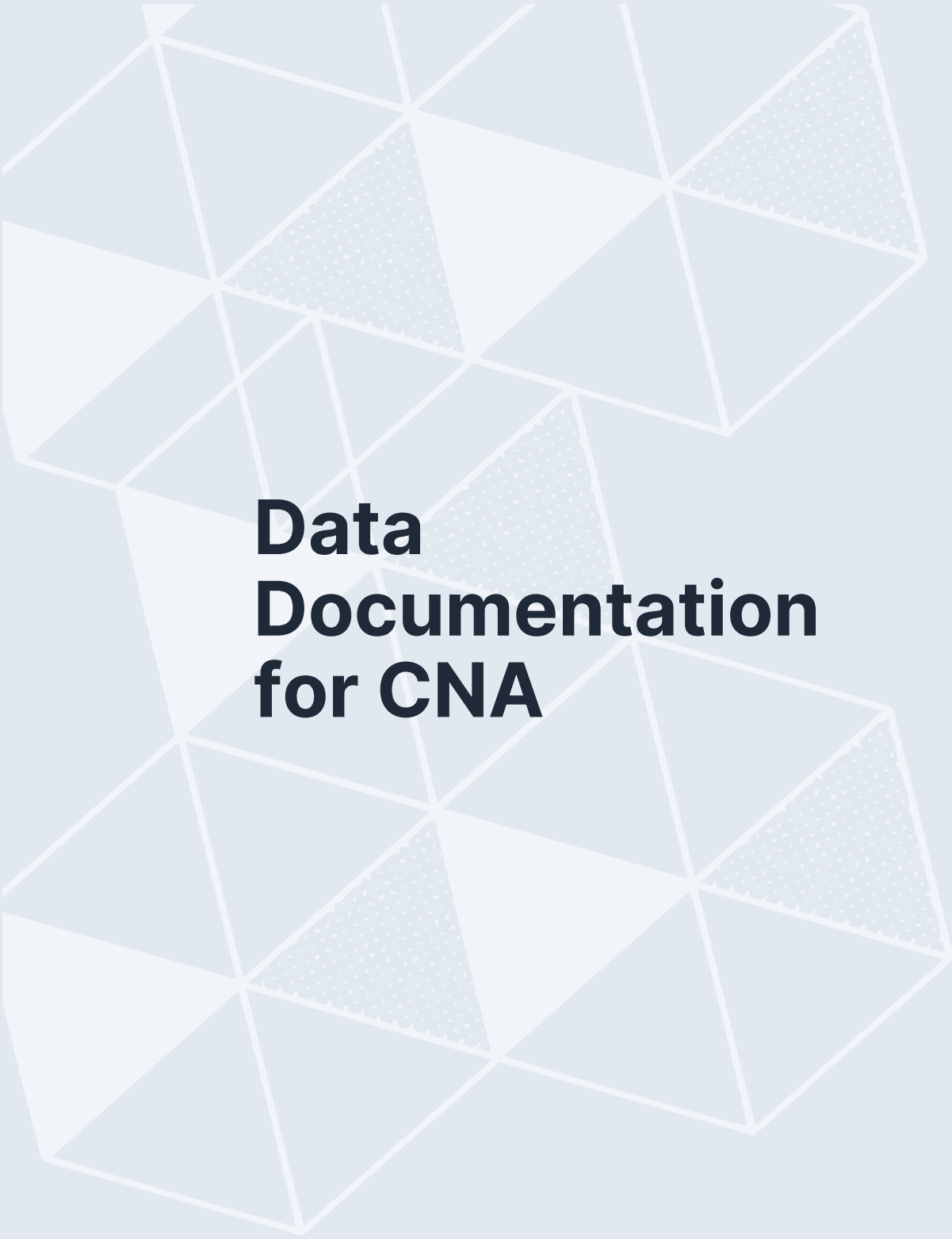
Lake Highlands High School excels in **School Progress: Relative Performance (Scaled Score: 91, Grade A)** and **Postsecondary Readiness**, driven by a **CCMR Scaled Score of 98** and earning 4 TEA Distinction Designations (ELA/Reading, Math, Social Studies, and Postsecondary Readiness). The campus significantly outperforms state expectations for high-poverty campuses, showing that graduating seniors leave exceptionally well prepared for college and workforce pathways.

Lake Highlands High School achieved maximum performance in **CCMR (School Quality Component)** by earning a perfect component score of **100**, with every evaluated student demographic group—including Economically Disadvantaged (94%), Emergent Bilingual (93%), and Special Education (84%)—exceeding state target benchmarks by 20 to 48 percentage points. Additionally, the campus successfully met its **English Language Proficiency (TELPAS)** target by increasing its student progress rate to **29%** (exceeding the 28% state target), securing 3 out of 4 possible evaluation points and demonstrating a positive trajectory in language acquisition for over 600 Emergent Bilingual students.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 Despite high relative performance and college readiness, LHHS's Academic Growth (75, Grade C) and Graduation Rate (65 scaled score) significantly lag behind overall campus achievement, contributing to a Closing the Gaps score of 80 and resulting in the campus being identified for Targeted Support and Improvement.	Tier 1 instruction and campus monitoring systems lack consistent, real-time diagnostic tracking to address year-over-year learning loss in core EOC subjects, while credit-recovery and attendance-tracking interventions are not sufficiently proactive to keep at-risk student groups on track for 4-year graduation timelines.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 CCMR goals

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

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 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
- ☒ Texas Success Initiative (TSI) data
- ☒ Intervention data

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
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Gifted and talented data
- ☒ Dual-credit and/or college prep course completion data
- ☒ Graduation plan types

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher recruitment/retention rates and other data

Parent/Community Data

- ☒ Parent surveys and/or other feedback



Goals

Goal 1

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 High Priority HB3 Goal

100% of students will meet North Star Goal expectations.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
December 2026	CCMR Insights	80%	
January 2027	MAP MOY	80%	

Evaluation Data Source: Academic Goal: MAP, SAT, TSIA, and CCMR data.
Life-Ready Goal: student portfolio evidence.

Strategy 1 Targeted Support Strategy

All students will identify and create a student achievement growth goal (based on MAP, K-12 SAT, TSIA, and CCMR Readiness) and a graduate profile (life-ready) goal, and submit quarterly evidence of progress for each goal in Schoology.

Strategy's Expected Result/Impact: 100% of students will create an academic and life-ready goal and submit one piece of evidence in each quarter.

Staff Responsible for Monitoring: Campus Principal
Campus Admin
Dean of Instruction
Instructional Coaches

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Preparation and Setup: Identify assessment baselines and create goal templates for students.	Campus Principal; Dean of Instruction, and Instructional Coaches	Aug-October	
2	Provide professional development for staff on facilitating SMART goal setting for academic and life-ready goals.	Dean of Instruction and Instructional Coach Team	Aug-Sept	
3	Facilitate Student Goal Setting: Use homeroom and advisory time to help students review their baseline scores and draft one Academic Growth Goal (MAP/SAT/TSIA/CCMR) and one Graduate Profile Goal.	Dean of Instruction and Instructional Coach Team	Aug-Oct 7th	
4	Communication of Goals: Students will email their parents to share their academic and life-ready goals.	Campus Principal and Dean of Instruction	October 7	
5	Implement Quarterly Progress Monitoring: Students will submit quarterly artifacts in Schoology supporting both their academic and life-ready goal.	Dean of Instruction and Instructional Coach Team; Staff	Oct-May	
6	Campus Growth & Success Celebrations: Campus will track Schoology submission completion rates and growth toward academic goals across grade levels and student demographics.	Campus Admin Dean of Instruction and Instructional Coach Team;	Oct-May	

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY.

Strategy's Expected Result/Impact: 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 interventions during advisory, before or after school tutoring, targeted camp (AM or PM sessions) and Saturday sessions.

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Instructional Leadership Team, Campus Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Facilitate Professional Learning Community (PLC) data reflection sessions following each testing window to analyze RIT scores, growth targets, and learning continuum reports.	Instructional Coaches, Instructional Leadership Team, Campus Teachers	Within 10 school days following BOY, MOY, and EOY data results being provided.	
2	Guide students through setting individual RIT growth goals using student data trackers and conducting one-on-one goal conferences after BOY and MOY assessments.	Campus Teachers, Instructional Leadership Team, Campus Teachers	Ongoing/ Quarterly	
3	Utilize MAP Growth diagnostic data to adjust tier 1 core instruction, organize small-group flexible tiers for Response to Intervention (RTI/MTSS), and assign skill-aligned instructional resources.	Campus Teachers, Instructional Coaches	Bi-weekly / Ongoing following BOY and MOY	

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Strategy 3 Targeted Support Strategy

Utilize Schoology for students to set and track goals. Four artifacts added to the Schoology Portfolio -- one per quarter. (All training provided by iTeam.)

Strategy's Expected Result/Impact: By the end of the school year, 100% of students will have uploaded four artifacts for both the academic and life-ready goals.

Staff Responsible for Monitoring: Campus admin, Dean of Instruction, Instructional Coaches, Staffulty, and students.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2  **High Priority**

100% of staff will meet North Star Goal expectations

Evaluation Data Source: T-TESS Academic Goal: T-TESS Schoology/Strive BOY, MOY, and EOY Data, Artifacts, and Self-Assessment
Professional Goal: T-TESS Schoology/Strive

Strategy 1

All Staffulty will set personal growth goals using district-identified priority T-TESS dimensions and submit evidence at the middle and end of year conferences.

Strategy's Expected Result/Impact:
100% of Staffulty will create a personal growth goal aligned to T-TESS priorities and submit at least four pieces of evidence in their Schoology/Strive portfolio.

Staff Responsible for Monitoring: Campus Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

All staffulty will create a student achievement growth goal (based on MAP, K-12 SAT, TSIA, and CCMR Readiness) and submit quarterly evidence of progress for each goal in Schoology.

Strategy's Expected Result/Impact: 100% of Staffulty will create an academic growth goal and submit one piece of evidence in each quarter.

Staff Responsible for Monitoring: Campus Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Provide designated collaborative time during campus professional development days every 9 weeks for staff to update their professional portfolios and analyze peer goal-attainment evidence in Schoology.

Strategy's Expected Result/Impact: 100% of Staffulty will create a professional goal and submit one piece of evidence in each quarter.

Staff Responsible for Monitoring: Campus Admin, Instructional Coaches, Staffulty

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 ☒ High Priority

Implement Multi-Tiered Systems of Support to identify and address students' behavioral needs.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October	Attendance/Behavior Reports and Branching Minds	25%	
December	Attendance/Behavior Reports and Branching Minds	50%	
March	Attendance/Behavior Reports and Branching Minds	75%	
June	Attendance/Behavior Reports and Branching Minds	100%	

Evaluation Data Source: RISD Attendance Focus Reports
RISD Trigger Focus Report
LHHS Branching Minds Early Warning System Report

Strategy 1 Targeted Support Strategy

Implement a standardized Tier I campus behavioral system and discipline management plan. Monitored by the Dean of Students, the MTSS Committee will convene monthly to review teacher and staffulty discipline referrals, evaluate Tier I fidelity, and determine appropriate targeted interventions

Strategy's Expected Result/Impact: 100% of the students that have been referred to the MTSS Committee have a plan that is entered in Branching Minds and 100% of those students are showing growth progress in academics, behavior, and course performance.

Staff Responsible for Monitoring: Dean of Students, Campus Admin, & MTSS Committee

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule MTSS meetings	Dean of Students	September	
2	Progress monitor students that have been referred to the Committee	MTSS Committee	November	
3	Progress monitor students that have been referred to the Committee	MTSS Committee	January	
4	Review students that have been referred to the Committee	MTSS Committee	March	
5	Review students that have been referred to the Committee	MTSS Committee	June	

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2 Targeted Support Strategy

Utilize MTSS Behavior Team to regularly review Tier 2 students and implement research-based Tier 2 interventions aligned to the district Behavior Framework.

Strategy's Expected Result/Impact: 100% of the students who are referred to the MTSS Behavior Team will be identified, have a plan created and monitored in Branching Minds, to show growth in attendance and behavior.

Staff Responsible for Monitoring: Dean of Students, Behavior Specialist, Culture Coach, Intervention Counselor, Tier 2 Intervention Team & 9th & 10th Grade Core Teachers Team

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Tier 2 Intervention Team & 9th & 10th Grade Core Teachers Team will identify students that need support with attendance and behavior.	Dean of Students, Behavior Specialist, Culture Coach, Intervention Counselor	November	
2	Tier 2 Intervention Team & 9th & 10th Grade Core Teachers Team will continue to identify students that need support with attendance and behavior and implement Tier 2 intervention strategies.	Dean of Students, Behavior Specialist, Culture Coach, Intervention Counselor	January	
3	Tier 2 Intervention Team & 9th & 10th Grade Core Teachers Team will continue to identify students that need support with attendance and behavior and implement Tier 2 intervention strategies.	Dean of Students, Behavior Specialist, Culture Coach, Intervention Counselor	March	
4	Tier 2 Intervention Team & 9th & 10th Grade Core Teachers Team will continue to identify students that need support with attendance and behavior and implement Tier 2 intervention strategies.	Dean of Students, Behavior Specialist, Culture Coach, Intervention Counselor	June	

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Implement a comprehensive refresh of the Code of Civility through consistent visual messaging and campus-wide communication.

Strategy's Expected Result/Impact: 100% of campus climate survey reflects evidence of a Safe, Responsible and Respectful interaction.

Staff Responsible for Monitoring: Campus Admin

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Place Code of Civility posters around the building to be visible to students, staff, parents/ guardian and community members.	Campus Admin	August	
2	Complete the Code of Civility lessons provided by the district during advisory	Campus Admin	September	
3	Train all staff on the Code of Civility	Campus Admin	August	
4	Continue utilizing Code of Civility vocabulary in the classrooms, in meetings, and at extra curricular events.	Campus Admin, Staffulty Coaches	January	
5	Continue utilizing Code of Civility vocabulary in the classrooms, in meetings, and at extra curricular events.	Campus Admin, Staffulty Coaches	March	
6	Continue utilizing Code of Civility vocabulary in the classrooms, in meetings, and at extra curricular events.	Campus Admin, Staffulty Coaches	June	

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Performance Objective 4 **High Priority** **HB3 Goal**

Implement Multi-Tiered Systems of Support to identify and support the academic needs of students.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October	MAP & TSIA Data	25%	
December	MAP & TSIA Data	50%	
March	MAP & TSIA Data	75%	
June	STAAR, MAP & TSIA Data	100%	

Strategy 1 **Targeted Support Strategy**

Implement a comprehensive multi-tiered system of support (MTSS) for students identified as High Focus (economically disadvantaged, failed STAAR, McKinney-Vento, emerging bilingual, special education) to eliminate learning gaps, remove non-academic barriers, and drive measurable academic growth.

Strategy's Expected Result/Impact: High Focus Student Groups will meet or exceed the following Meets Expectations on STAAR EOC English I and English II:
Reading: All Students: 53%; AA: 45%; H: 47%; W: 87%; A: 60%; High Focus: 43%
Math: All Students: 40%; AA: 28%; H: 37%; W: 70%; A: 60%; High Focus: 33%

Staff Responsible for Monitoring: Campus Principal, Dean of Instruction, Instructional Leadership Team, and Instructional Coaches

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 **Targeted Support Strategy**

Identify students who need accelerated learning (HB 1416) and intensive intervention, use High-Quality Instructional Materials (HQIM) as determined by the district, and monitor progress in Branching Minds to ensure targeted academic growth and compliance.

Strategy's Expected Result/Impact: 70% or more of students requiring HB 1416 accelerated learning achieve "Approaches Grade Level" or higher on the next STAAR administration.
100% compliance with required accelerated instruction hours logged and documented per state mandates Branching Minds

Staff Responsible for Monitoring: Campus Principal, Dean of Instruction, Instructional Coaches, and Staffulty.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 Targeted Support Strategy

Identify and monitor students in need of support using defined parameters for attendance, behavior, reading and math-intensive courses, and course failures in Branching Minds.

Strategy's Expected Result/Impact: 100% of students flagged with 2+ course failures or identified as at-risk in reading/math-intensive courses will receive documented MTSS interventions in Branching Minds within 10 operational days, resulting in a 15% reduction in semester course failures across all grade levels.

Increased tracking and early intervention for identified sub-populations (including Economically Disadvantaged, Emergent Bilingual, Special Education, and Asian student groups) will contribute to a 10% increase in Meets Grade Level performance on STAAR EOC assessments and TSIA college-readiness benchmarks

Staff Responsible for Monitoring: Campus Principal, Dean of Instruction, Instructional Coaches, and Staffulty.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 5

Strengthen the Comprehensive School Counseling Program, Trauma-Informed Care, and Character Education programming to support the North Star Goal.

Evaluation Data Source: Campus Student Survey

Strategy 1

Ensure campus counselors implement direct student services as mandated by the Texas Education Code.

Strategy's Expected Result/Impact: School counselors must spend at least 80% of their total work time on duties that are components of a Comprehensive School Counseling Program (as outlined in TEC SS 33.005).

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Implement Project Wisdom (character education programming) through Social Studies and required observance.

Strategy's Expected Result/Impact: Increased student engagement, improved campus climate, and enhanced character development as evidenced by a reduction in discipline referrals and positive feedback on the Campus Student Survey.

100% integration of Project Wisdom character education messages during Social Studies classes and required observances, resulting in improved prosocial behaviors and student self-regulation across campus.

Staff Responsible for Monitoring: Campus Counselors, Intervention Counselor, Dean of Instruction, Dean of Students, Social Studies Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Deliver Safer Minds, Safer Schools training to all campus staff in order to support comprehensive student wellness.

Strategy's Expected Result/Impact: 100% Staff Capacity & Compliance: 100% of campus staff members will complete the mandatory Safer Minds, Safer Schools professional development modules by the designated fall deadline, establishing a unified frontline response system for student mental wellness.

Early identification of student distress will increase timely self-referrals and staff-initiated wellness check-ins by 20%, managed through the Comprehensive School Counseling Program and MTSS support channels.

Staff Responsible for Monitoring: Campus Principal
Campus Counseling Team
Dean of Students

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 6

Ensure student health and wellness so students are equipped to meet their North Star Goal.

Evaluation Data Source: Campus ERT Drill Logs & AED Annual Inspection Records
Clinic Visit Logs, Student Health Records, and CPR/AED Training Completion Certificates
Campus Safety & Emergency Response Drill Reports (Fall Round Table & Spring AED Drills)
Student FitnessGram/Health Assessment Data, Nurse Consultation Logs, and ERT Drill Audits

Strategy 1

Campus Emergency Response Team (ERT) will conduct a round table drill in the fall and an all-campus AED drill in February to coincide with Heart Month.

Strategy's Expected Result/Impact: 100% of campus zones achieve AED retrieval and simulated deployment in under 3 minutes
90%+ operational accuracy on scenario response protocols during Fall tabletop evaluation
100% of staff demonstrate basic location awareness of AEDs and ERT contact procedures
100% operational readiness (battery, pads, accessibility) across all campus AED units

Staff Responsible for Monitoring: Campus Principal and Campus Nurses

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 2

Form a Campus Threat Assessment Team and complete training as specified in Texas Education Code 37.115.

Strategy's Expected Result/Impact: 100% of designated Campus Threat Assessment Team members will complete required training in accordance with TEC SS 37.115 to establish prompt, multidisciplinary threat assessment protocols across campus.

Staff Responsible for Monitoring: Dean of Students, Director of Student Services, Executive Director of Title 9 Investigations and Compliance

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify & train members of the Campus Threat Assessment Team.	Dean of Students	September	

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 3

Implement Sandy Hook Promise's Suicide prevention curriculum for grades 6 through 12 to help students recognize warning signs and understand how to get help for themselves or a friend.

Strategy's Expected Result/Impact: 100% of students in grades 9-12 will receive suicide prevention instruction, leading to increased student awareness of warning signs, enhanced help-seeking behaviors, and timely connections to trusted adults and support resources.

Staff Responsible for Monitoring: Campus Admin, Counselors, Intervention Counselor

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Present the curriculum identified for suicide prevention to 9th - 12th graders during advisory.	Intervention Counselor	September	

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 6: Campus Finance and Operations

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Strategy 4

Improve student transitions between home campus and Discipline Alternative Education Placement (DAEP) by identifying a transition case manager who will provide targeted wraparound services to students identified at-risk for recidivism.

Strategy's Expected Result/Impact: 100% of students returning from DAEP will receive targeted wraparound and transition services, resulting in a reduction in DAEP recidivism rates and improved academic and behavioral reintegration.

Staff Responsible for Monitoring: Intervention Counselor, Administrator

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review the list of students returning from DAEP and schedule the transition meetings.	Intervention Counselor	November	
2	Monitor and complete check ins with the students returning to the home campuses from DAEP to eliminate the students returning to DAEP.	Counselors, Administrators	November	
3	Monitor and complete check ins with the students returning to the home campuses from DAEP to eliminate the students returning to DAEP.	Counselors, Administrators	January	
4	Review the list of students returning from DAEP and schedule the transition meetings.	Intervention Counselor	January	
5	Review the list of students returning from DAEP and schedule the transition meetings.	Intervention Counselor	March	
6	Monitor and complete check ins with the students returning to the home campuses from DAEP to eliminate the students returning to DAEP.	Counselors, Administrators	March	
7	Review the list of students returning from DAEP and schedule the transition meetings.	Intervention Counselor	June	
8	Monitor and complete check ins with the students returning to the home campuses from DAEP to eliminate the students returning to DAEP.	Counselors, Administrators	June	

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 6: Campus Finance and Operations

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Goal 2

RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies

Performance Objective 1 ☒ High Priority ☒ HB3 Goal

Provide aligned professional learning opportunities that support teachers' action steps and drive progress toward their growth goals and district priorities.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October	MAP, TSIA and SAT Data	25%	
January	MAP, TSIA and SAT Data	50%	
March	MAP, TSIA and SAT Data	75%	
June	STAAR, MAP, CCMR Assessments	100%	

Evaluation Data Source: Student achievement data sources
T-TESS Evaluation Scores

Strategy 1 ☒ Targeted Support Strategy

Campus leaders will provide ongoing, job-embedded professional learning aligned with district priorities and use teacher feedback, coaching cycles, and learning walks to monitor implementation and evaluate its impact on instructional practices and student growth.

Strategy's Expected Result/Impact: Observed a 20-25% increase in campus-wide implementation of target district instructional strategies during learning walks.
100% of novice/priority teachers and 100% of Tier 3 staff participate in at least 2 full coaching cycles annually
10-12% gain in students meeting or exceeding growth expectations on NWEA MAP/district interim assessments

Staff Responsible for Monitoring: Campus Principal, Dean of Instruction, Campus Admin, and Instructional Coaches.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy

Utilize campus-wide professional development days to support and train teachers on the Learner Growth Experience.

Strategy's Expected Result/Impact: 85%+ of walkthroughs rated "Proficient" or higher in designing engaging, varied activities
20-25% increase in walkthrough evidence of active student-led learning versus passive listening
15% reduction in off-task behavior and classroom management disruptions recorded during observations
80%+ of students report feeling actively involved, challenged, and supported in daily classroom instruction on EOY student climate survey

Staff Responsible for Monitoring: Campus Principal and Campus Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: Campus Exit Surveys and Stay Interview Summaries/Themes

Annual Staff Retention Rates & Campus Turnover Metrics

District Employee Climate Survey Results & Workplace Culture Feedback

Stay Interview Logs, Exit Survey Action Plans, and Annual Staff Mobility Data

Strategy 1

Conduct campus-level exit surveys and stay interviews to address site-specific turnover, using staff feedback to refine our school culture, daily workload, and instructional support.

Strategy's Expected Result/Impact: 100% completion of stay interviews for targeted staff and exit surveys for departing personnel, resulting in identified turnover trends and targeted campus culture/workload adjustments.

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 2

Establish a cross-functional Campus Climate & Retention Team to analyze survey data, develop a targeted action plan to address key low-scoring areas, and implement retention initiatives that cultivate a supportive work environment and increase teacher retention.

Strategy's Expected Result/Impact: 90%+ overall positive rating for campus responsiveness and leadership support
90%+ of participating staff report feeling valued and heard by campus administration
90%+ returning staff, reducing voluntary turnover

Staff Responsible for Monitoring: Campus Principal and Campus Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: T-TESS Evaluation Records & Strive Coaching Logs

Teacher Goal-Setting Documentation, Mid-Year/End-of-Year T-TESS Conferences, and Coaching Cycle Artifacts

Staff Retention/Turnover Rates & Campus Climate Survey Results

Strive Professional Growth Tracker, Coaching Walkthrough Data, and Performance Feedback Summaries

Strategy 1 ☒ Targeted Support Strategy

Implement a continuous performance coaching cycle that includes regular observations, timely feedback, goal setting, and individualized support to strengthen employee effectiveness and improve student outcomes.

Strategy's Expected Result/Impact: 100% of instructional staffulty will participate in regular coaching cycles, resulting in targeted instructional growth, actionable feedback implementation, and improved classroom performance across campus.
Increased teacher effectiveness, improved student academic growth, and higher staffulty retention as measured by T-TESS observation trends, coaching walkthrough data, and positive staffulty feedback.

Staff Responsible for Monitoring: Campus Admin, Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Goal 3

We will establish systems for curriculum and learning experiences that support the individual growth goals of all students and staff.

Performance Objective 1 High Priority HB3 Goal

Ensure programming and support systems ensure students served through special education, multilingual, and gifted and talented services meet or exceed identified student outcome targets.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October	MAP Data	25%	
January	MAP Data	50%	
March	SIM Data	75%	
June	STAAR Data	100%	

Evaluation Data Source: MAP Growth & STAAR/EOC Progress Data for Special Populations (SpEd, EB/Multilingual, GT)
TELPAS Progression Scores, IEP Goal Mastery Reports, and GT Advanced Performance Metrics
Formative & Summative Benchmark Data, ARD/LPAC Review Records, and Gifted Identification Logs
Intervention Progress Monitoring Data, Accommodation Logs, and Language Proficiency Assessment Data
IEP Goal Mastery Reports & ARD Progress Updates.
Special Education Service Delivery Logs & Data Dashboard Audits.
Co-Teaching Walkthrough Data & T-TESS Coaching Artifacts.

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Campus administrators will monitor special education teachers' consistent use of the Data Dashboard to document lesson planning, service logs, and student progress. Data will be reviewed quarterly to identify needs and inform targeted instructional support, training, and coaching.

Strategy's Expected Result/Impact: 100% of Special Education teachers will consistently utilize the Data Dashboard for service delivery logging, lesson planning, and progress monitoring, leading to timely instructional adjustments, compliant IEP implementation, and increased academic growth for students receiving special education services.

Staff Responsible for Monitoring: Campus Admin, Special Education Department Chair, Special Education teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2 Targeted Support Strategy

Ensure differentiated strategies and curricula are used to meet the needs of gifted and talented students.

Strategy's Expected Result/Impact: 100% of Gifted and Talented students will demonstrate advanced academic growth and mastery on MAP, STAAR/EOC, and classroom assessments through the consistent implementation of differentiated instruction, depth and complexity strategies, and extension curricula.

Staff Responsible for Monitoring: Campus Admin, Instructional Coaches, G&T Staff

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3 Targeted Support Strategy

SpEd case managers and general education teachers will align IEP goals directly to grade-level TEKS standards and use student data trackers from formative benchmark data (MAP, interim assessments) to deliver targeted small-group intervention.

Strategy's Expected Result/Impact: Increase the percentage of SpEd-served students scoring at or above "Meets Grade Level" and meeting academic growth measures on MAP and STAAR/EOC assessments through data-driven, small-group instruction and progress monitoring.

Meets Achievement for SpEd students:

Reading: 28%

Math: 20%

Staff Responsible for Monitoring: Campus Admin, Special Education Department Chair, Special Education Teachers, District Special Education Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 4 Targeted Support Strategy

Implement specialized training and continuous coaching cycles for general education and Special Education co-teaching teams focusing on high-leverage instructional accommodations, scaffolded Tier 1 instruction, and co-teaching models (e.g., parallel, station, or team teaching).

Strategy's Expected Result/Impact: 100% of co-teaching teams will implement effective co-teaching and accommodation strategies, leading to higher active student engagement, reduced academic gaps in inclusive classrooms, and improved domain performance scores for special populations.

Staff Responsible for Monitoring: Campus Admin, Special Education Department Chair

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2 High Priority

Continue to refine and enhance Tier 1 instruction in support of the learning framework and the RISD Instructional Priorities.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October	MAP and T-TESS Correlation Data	25%	
January	MAP and T-TESS Correlation Data	50%	
March	SIM and T-TESS Correlation Data	75%	
June	STAAR & T-TESS Correlation Data	100%	

Evaluation Data Source: Weekly T-TESS Observations and Walk-through data
Student Growth and Interim Assessment Data
Coaching Cycle Growth Logs
PLC Feedback and Reflection Logs

Strategy 1 Targeted Support Strategy

Implement student data trackers to increase STAAR/EOC Meets performance for students in EOC Algebra I (25%) and English I (58%).

English I Goal: 58%
Algebra I Goal: 25%

Strategy's Expected Result/Impact: English I: All Students - 58%; African American - 46%; Asian - 60%; White - 90%; Hispanic - 45%; More than one (multiracial) 45%; Special Education - 29%; Economically Disadvantaged - 46%; Current & Former EBs - 32%

Algebra I: All Students - 25%; African American - 24%; Asian - 37%; White - 30%; Hispanic - 23%; More than one (multiracial) 26%; Special Education - 17%; Economically Disadvantaged - 27%; Current & Former EBs - 26%

Staff Responsible for Monitoring: Campus Principal
Dean of Instruction
Instructional Coaches
English Teachers
Math Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy

Implement High-Quality Instructional Materials (HQIM) in Algebra I through continuous, differentiated professional learning and job-embedded coaching aligned to the Learner Framework to drive instructional fidelity, mathematical reasoning, and student achievement.

Strategy's Expected Result/Impact: Algebra I Meets %: All Students: 38%; Hispanic: 35%; Asian: 50%; High Focus: 31%

Staff Responsible for Monitoring: Campus Principal
Dean of Instruction
Campus Admin
Instructional Coaches
Math Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3 Targeted Support Strategy

Strengthen campus-wide Professional Learning Communities (PLCs) by enforcing a structured weekly lesson internalization process that ensures teachers unpack standards, align High-Quality Instructional Materials (HQIM), and follow district protocols before delivering lessons.

Strategy's Expected Result/Impact: Instructional Quality: 85%+ of teachers rated "Proficient" or higher in standards-alignment and data-driven planning
25% Increase in walkthrough evidence of tight alignment between written plans and live instruction (Curriculum Alignment).
100% of core PLCs operate at "High Fidelity" on campus PLC observation rubrics.

Staff Responsible for Monitoring: Campus Principal
Dean of Instruction
Campus Admin
Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 4 Targeted Support Strategy

Implement the Data-Driven Instruction (DDI) protocol and weekly data meetings with fidelity, focusing on the priority areas: Algebra I, English I, English II, Biology, and US History.

Strategy's Expected Result/Impact: English I: All Students - 58%; African American - 46%; Asian - 60%; White - 90%; Hispanic - 45%; More than one (multiracial) 45%; Special Education - 29%; Economically Disadvantaged - 46%; Current & Former EBs - 32%

Algebra I: All Students - 38%; African American - 26%; Asian - 37%; White - 70%; Hispanic - 35%; More than one (multiracial) 44%; Special Education - 17%; Economically Disadvantaged - 32%; Current & Former EBs - 31%

Staff Responsible for Monitoring: Campus Principal
Dean of Instruction
Instructional Coaches

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 5 Targeted Support Strategy

Join the Accountability Data Leadership Series to strengthen your capacity to track student growth and meet state accountability standards.

Strategy's Expected Result/Impact: 100% mastery by the principal and Dean of Instruction on forecasting accountability outcomes and calculating STAAR growth measure.
Achieve "Met Standard" / Grade A-B status across Domains 1 (Achievement), 2 (Growth), and 3 (Closing Gaps).
10-12 percentage point increase in overall campus student growth performance.
Monitor 100% of High Focus student groups (Hispanic, Asian, SpEd, EB, and EcoDis) through monthly growth-tracking systems.

Staff Responsible for Monitoring: Campus Principal
Dean of Instruction
Campus Admin
Instructional Coaches

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

Provide targeted support and monitor instructional practices to ensure an effective transition to the traditional schedule, with a focus on pacing, lesson design, and maximizing instructional time.

Strategy's Expected Result/Impact: 95%+ of core classrooms stay on track with district pacing guidelines without cutting content.
85%+ of teachers rated "Proficient" or higher in managing lesson transitions and pacing
20% increase in active instructional time observed during shortened bell periods

Staff Responsible for Monitoring: Campus Principal
Dean of Instruction
Campus Admin
Instructional Coaches

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 High Priority

Implement aligned Pre-K 12 student learning experiences to support RISD being "The One".

Strategy 1

Monitor and support the implementation of iTeam professional learning to ensure technology is purposefully integrated into instruction, emphasizing productive screen time, active student learning, and digital citizenship.

Strategy's Expected Result/Impact: 80%+ of observed classrooms demonstrate active, creation-based technology use.
85%+ of teachers rated their integration of relevant technology as "Proficient" or higher.
Reduce off-task digital distractions and device-discipline incidents by 25%.

Staff Responsible for Monitoring: Campus Principal
Campus Admin

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

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Strategy 2

Implement, enhance, and expand the RISD Learning Framework across all grade levels by co-designing authentic, high-rigor learning experiences that allow every student to develop and demonstrate core competencies aligned with the RISD Graduate Profile.

Strategy's Expected Result/Impact: 85%+ of observed classrooms demonstrate clear alignment with the RISD Learning Framework.
90%+ of students meet or exceed rubric benchmarks on annual Graduate Profile portfolio audits.
Increase student agreement by 20% that they feel ownership, agency, and relevance in their daily work.

Staff Responsible for Monitoring: Campus Principal
Dean of Instruction
Campus Admin
Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Showcase specialized academic programming during campus events, family nights, and neighborhood tours by highlighting student outcome artifacts, performance tasks, and authentic learning products to demonstrate instructional excellence and advance RISD's "The ONE" destination district initiative.

Strategy's Expected Result/Impact: 10% increase in inbound transfer requests and student retention rates ("The ONE").
100% of specialized programs represented by student presenters at campus events.

Staff Responsible for Monitoring: Campus Principal
Campus Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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Performance Objective 4 High Priority HB3 Goal

Ensure all students graduate College and Career Ready, as measured by CCMR indicators such as attendance, graduation rate, and advanced academic measures.

TSI Metric

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October	attendance, graduation rate, and advanced academic measures	25%	
January	attendance, graduation rate, and advanced academic measures	50%	
March	attendance, graduation rate, and advanced academic measures	75%	
June	attendance, graduation rate, and advanced academic measures	100%	

Evaluation Data Source: Texas Academic Performance Report (TAPR), CCMR Accountability Data Tables, & TSIA2/SAT/ACT Passing Reports
AP Exam Score Reports, OnRamps Dual Enrollment Credit Logs, & Industry-Based Certification (IBC) Pass Rates.
4-year and 5-year longitudinal graduation rate audits, On-Track Credit Accumulation Logs, & Early Warning Indicators.
PEIMS Daily Attendance Reports, Chronic Absenteeism Trackers, & Attendance Recovery Completion Logs.

Strategy 1 **Targeted Support Strategy**

Increase college readiness by raising the percentage of students meeting college-ready assessment criteria from 40% to 42% and ensuring at least 95% of students meet a CCMR indicator by implementing a comprehensive CCMR plan that includes progress monitoring of individual students in achieving targets.

Strategy's Expected Result/Impact: 42% of 2027 students will meet college-ready assessment criteria on the TSIA, SAT, and/or ACT.
95% of students will graduate with a CCMR readiness indicator.

Staff Responsible for Monitoring: Campus Principal
Academic Dean
Senior Principal
Counselors

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 2 **Targeted Support Strategy**

Ensure 100% of AVID seniors graduate and meet CCMR requirements through targeted AVID tutorials, bi-weekly progress monitoring, and embedded TSIA preparation and testing within the AVID elective course.

Strategy's Expected Result/Impact: 100% of AVID seniors graduate and meet CCMR requirements.

Staff Responsible for Monitoring: Campus Principal
Dean of Instruction
AVID Principal
Campus AVID Coordinator

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 3 Targeted Support Strategy

Establish and systematically monitor campus-wide credit-recovery and leaver-tracking audit systems to identify credit-deficient students and clear unacceptable leaver status codes, deploying targeted academic and social-emotional interventions to maintain on-time graduation progress.

Strategy's Expected Result/Impact: 95%+ on-time completion across all student demographics. Reduce annual dropouts to <1.0% (Code 98 resolution). 90%+ of identified credit-deficient seniors regain full grade-level standing by the end of Q3. Zero unresolved leaver records prior to state PEIMS submission deadlines.

Staff Responsible for Monitoring: Campus Principal
Dean of Students & Instruction
Campus Admin
Counselors

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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Strategy 4 Targeted Support Strategy

Expand access to career pathways and technical skill development during the 2026-27 school year by implementing structured CTE Program of Study mapping, targeted Industry-Based Certification (IBC) test preparation, and individual career-readiness advising to ensure students graduate postsecondary and career-ready.

Strategy's Expected Result/Impact: Increase career readiness outcomes by increasing the percentage of students graduating career-ready from 25% to 30%, increasing seniors earning an IBC from 44% to 60%, and increasing the number of students completing a CTE program of study during the 2026-27 school year.

Staff Responsible for Monitoring: Campus Principal
Dean of Instruction
CTE Admin
Counselors

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

Expand and strengthen the campus P-TECH program by implementing a multi-tiered monitoring and support system--comprising monthly leadership reviews, weekly coaching data cycles, and continuous TOR/Facilitator training--to remove academic barriers, improve cohort retention, and maximize Associate Degree completion rates.

Strategy's Expected Result/Impact: 90%+ of enrolled students remain in the P-TECH pathway from 9th through 12th grade.
15-20% more graduating seniors earn a full Associate Degree alongside their high school diploma.
85%+ of P-TECH students TSI-compliant by the end of 10th grade.
90%+ of dual-credit course enrollments completed with a grade of "C" or higher.

Staff Responsible for Monitoring: Campus Principal
Dean of Instruction
P-TECH Principal
P-TECH Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

Expand career exploration and financial literacy for high school students by embedding the Junior Achievement (JA) Finance Park immersive experiential learning program into all four core high school business courses during Spring 2027, connecting classroom financial concepts to real-world career and personal budget management.

Strategy's Expected Result/Impact: 100% of enrolled students participate and complete the program (Spring 2027).

Staff Responsible for Monitoring: Campus Principal
Dean of Instruction

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Strategy 7 Targeted Support Strategy

Establish a multi-tiered attendance monitoring and response framework that conducts weekly student attendance reviews, executes rapid home-school interventions, and delivers targeted incentives to drive a campus-wide attendance rate of 92.18% or higher and reduce chronic absenteeism by at least 2 percentage points.

Strategy's Expected Result/Impact: ADA 92.18% or higher.
65%+ of Tier 2 students return to Tier 1 status within 6 weeks.
85%+ of credit-endangered students clear loss-of-credit status.

Staff Responsible for Monitoring: Campus Principal
Dean of Students
Campus Admin

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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

Performance Objective 1

Increase business and industry partnerships by 25% to support the district's North Star Goal and provide additional opportunities and experiences for students and staff.

Evaluation Data Source: LHHS Business & Community Partner Roster
Industry Guest Speaker Logs, Facility Tour/Job Shadowing Logs, and Internship/Apprenticeship Rosters'
Teacher Industry Externship Completion Records & Advisory Board Meeting Minutes

Strategy 1

Participate in "Principal for a Day" to increase business and community partners and build meaningful connections that support the North Star Goal.

Strategy's Expected Result/Impact: New business and/or community partner

Staff Responsible for Monitoring: Campus Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Performance Objective 2

Implement ParentSquare as the district's new mass communications tool and increase contactability from 96% to 100%

Evaluation Data Source: ParentSquare Administrative Registration Dashboard & Parent/Guardian Portal Activation Rates
ParentSquare Message Analytics (Post Impressions, Open Rates, Direct Message Delivery, & Form Submissions)
ParentSquare Contactability Reports (Deliverability Rates & Uncontactable/Invalid Contact Audits)
Family Communication Survey Data & Campus Helpdesk/Translation Request Logs

Strategy 1

Use ParentSquare to publish and distribute a campus newsletter to all families each week throughout the school year, ensuring consistent, timely communication through a district-approved channel, with the principal or designee monitoring ParentSquare delivery reports weekly to confirm all families receive the newsletter.

Strategy's Expected Result/Impact: 98%+ successful delivery rate across email, SMS, and app notifications
70%+ open rate and active engagement with embedded campus links/forms
90%+ positive agreement on feeling informed about campus events and expectations
100% of flagged undeliverable accounts contacted and updated within 48 hours

Staff Responsible for Monitoring: Campus Principal
Campus Admin

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 6: Campus Finance and Operations

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Strategy 2

Amplify campus brand awareness, transparent communication, and community involvement by executing a multi-channel storytelling strategy across digital platforms--ParentSquare, campus website, newsletter, social media, and digital marquees--while actively partnering with local neighborhood homeowner associations, parent volunteers, and corporate partners to celebrate student success and build strong community support for Lake Highlands High School.

Strategy's Expected Result/Impact: 25% increase in total post impressions, video views, and web page visits
75%+ open/click-through rate across all published digital updates
100% of local neighborhood associations receiving monthly LHHS story updates
90%+ positive agreement on campus communication quality and reputation

Staff Responsible for Monitoring: Campus Principal
Campus Admin

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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Performance Objective 3 High Priority

Ensure that 100% of parents know their students' individual growth goals and are equipped to support their students' growth at home.

Evaluation Data Source: Parent Growth Goal Sign-Off Logs
Schoology/ParentSquare Receipt Verification

Strategy 1 Targeted Support Strategy

Share student individual growth targets and progress updates during fall parent-teacher conferences and distribute home-support strategy guides through weekly ParentSquare newsletters.

Strategy's Expected Result/Impact: 100% of attending families receive and confirm receipt of individual growth target sheets
10%+ increase in students meeting or exceeding MOY growth targets (MAP/Interims)

Staff Responsible for Monitoring: Campus Principal
Dean of Instruction
Instructional Coaches

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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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

Ensure operations are conducted in a financially efficient and effective manner

Evaluation Data Source: Monthly Department/Campus Budget Variance Reports & Local Funds Ledger Audits
Requisition Approval Logs, PO Compliance Tracking, & Activity Account Audit Reports

Strategy 1

Provide training and resources to staff in August and January on proper money collecting/handling procedures and ordering/receiving goods procedures.

Strategy's Expected Result/Impact: 100% of campus faculty and financial custodians trained and signed off before handling funds
Zero major audit exceptions or administrative compliance flags on local activity and fundraising accounts

Staff Responsible for Monitoring: Campus Principal
Campus Financial Exec

ESF Levers: Lever 6: Campus Finance and Operations

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Strategy 2

Collaborate with Facility Services and the Energy & Sustainability Department to optimize building energy

Strategy's Expected Result/Impact: 100% compliance with district setback schedules during after-hours, weekends, and holiday breaks

Staff Responsible for Monitoring: Campus Principal
Campus Executive Assistant

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 2

Provide a safe, comfortable, and well-maintained environment at all campuses.

Evaluation Data Source: Campus Safety Audits, Exterior Door Sweep Logs, & EOP Drill Completion Logs
Maintenance Work-Order Tracking Logs, Resolution Timelines, & Capital Facility Audits
Student, Staff, & Parent Climate Surveys (Safety, Comfort, & Cleanliness Indicators)
HVAC Temperature/Air Quality Logs, Routine Custodial Quality Scorecards, & Fire/Safety Inspection Reports

Strategy 1

Implement procedures to ensure compliance with Texas SB12 - required for parental rights.

Strategy's Expected Result/Impact: 100% of enrolled students have documented opt-in/opt-out forms on file in Focus
100% verification of signed parental consent before student participation in campus-sponsored clubs
Zero non-compliant service incidents (100% adherence to required opt-in/opt-out health care protocols)
100% of course syllabi and instructional plans posted publicly by the district/campus deadline

Staff Responsible for Monitoring: Campus Principal
Campus Admin
Campus Nurses

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 6: Campus Finance and Operations

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Strategy 2

Hold a Safety Week at the beginning of the year to practice SRP: evacuate, hold, lockdown, shelter, and secure.

Strategy's Expected Result/Impact: 100% compliance with designated action steps (Hold, Secure, Lockdown, Evacuate, Shelter) during practice drills
100% completion of mandatory semester drill requirements within Texas School Safety Center (TxSSC) guidelines

Staff Responsible for Monitoring: Campus Principal
Safety and Security Assistant Principal

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations

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Strategy 3

Hold "I Know What To Do Days" in October, December, February, and April.

Strategy's Expected Result/Impact: 100% adherence to the Texas School Safety Center (TxSSC) required drill calendar cadence

Staff Responsible for Monitoring: Campus Principal
Safety and Security Assistant Principal

ESF Levers: Lever 6: Campus Finance and Operations

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Performance Objective 3

Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

Evaluation Data Source: District Network Management System (NMS) Logs, Core Service Uptime Reports (SIS/ LMS/Email), & Internet Bandwidth Utilization Logs
Helpdesk Ticket SLA Resolution Logs, Student 1:1 Device Audit Reports, & Asset Lifecycle Inventories

Strategy 1

Maintain a 1:1 student-to-device tracking log, verify 100% completion of student digital citizenship lessons by the end of the first nine weeks, and streamline campus tech ticket workflows via the campus technology representative.

Strategy's Expected Result/Impact: 100% device assignment accuracy and <2% unaccounted device rate.
100% of enrolled students complete mandatory digital citizenship modules by Q1 deadline

Staff Responsible for Monitoring: Campus Principal
Technology Assistant Principal
Campus Admin

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Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: Master Construction Timeline, Monthly Architect/Contractor Progress Reports, & On-Time Phase Completion Logs
Bond Expenditure Ledgers, Change Order Logs, & Citizen Bond Oversight Committee (CBOC) Quarterly Reports

Strategy 1

Coordinate alongside district operations and facility management to ensure smooth execution of scheduled campus physical upgrades, technology updates, or resource installations associated with Bond 2025 timelines.

Strategy's Expected Result/Impact: Coordinate alongside district operations and facility management to ensure smooth execution of scheduled campus physical upgrades, technology updates, or resource installations associated with Bond 2025 timelines.
Zero lost instructional hours or unscheduled learning environment displacements

Staff Responsible for Monitoring: Campus Principal

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