

Richardson Independent School District



Richardson High School

2026-2027 Campus Improvement Plan

Mission Statement

RHS - Learning today for tomorrows possibilities.

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

Vision

Every Child, Every Leader, Every Teacher, Every Day.

Value Statement

Integrity - Inspiration - Inclusiveness - Innovation

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Comprehensive Needs Assessment

Demographics

Summary

The school community: students, staff, & community. All student groups by race/ethnicity, gender, attendance, & mobility. Graduation/completion rates & dropouts. Discipline. Enrollment in CCMR, advanced course enrollment, special education & all other special programs. Teacher retention/recruitment/experience & teacher-student ratios. Paraprofessional qualifications. Other.

School Processes & Programs

Summary

Richardson High School teachers are highly qualified professionals 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

Richardson 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: (Select)

- 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
- School Health Advisory Council
- Special Education Services
- Student Services

Strengths

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

Our schedule offers 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, social, and emotional needs are met.

A culture of high expectations and positive attitudes among the staff has created a supportive and collaborative culture that encourages the growth of all on our campus.

Our campus is committed to working collaboratively to support student growth and achievement, is committed to the PLC process, and has embraced the four questions of effective PLCs in all tested subject areas.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Processes and Programs need to continue to promote positive school culture and meet the academic needs so all students can grow and achieve success.	

★ = Priority

Perceptions

Summary

Richardson High School is committed to 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 support us as volunteers, our site-based campus committee members, and PTA.

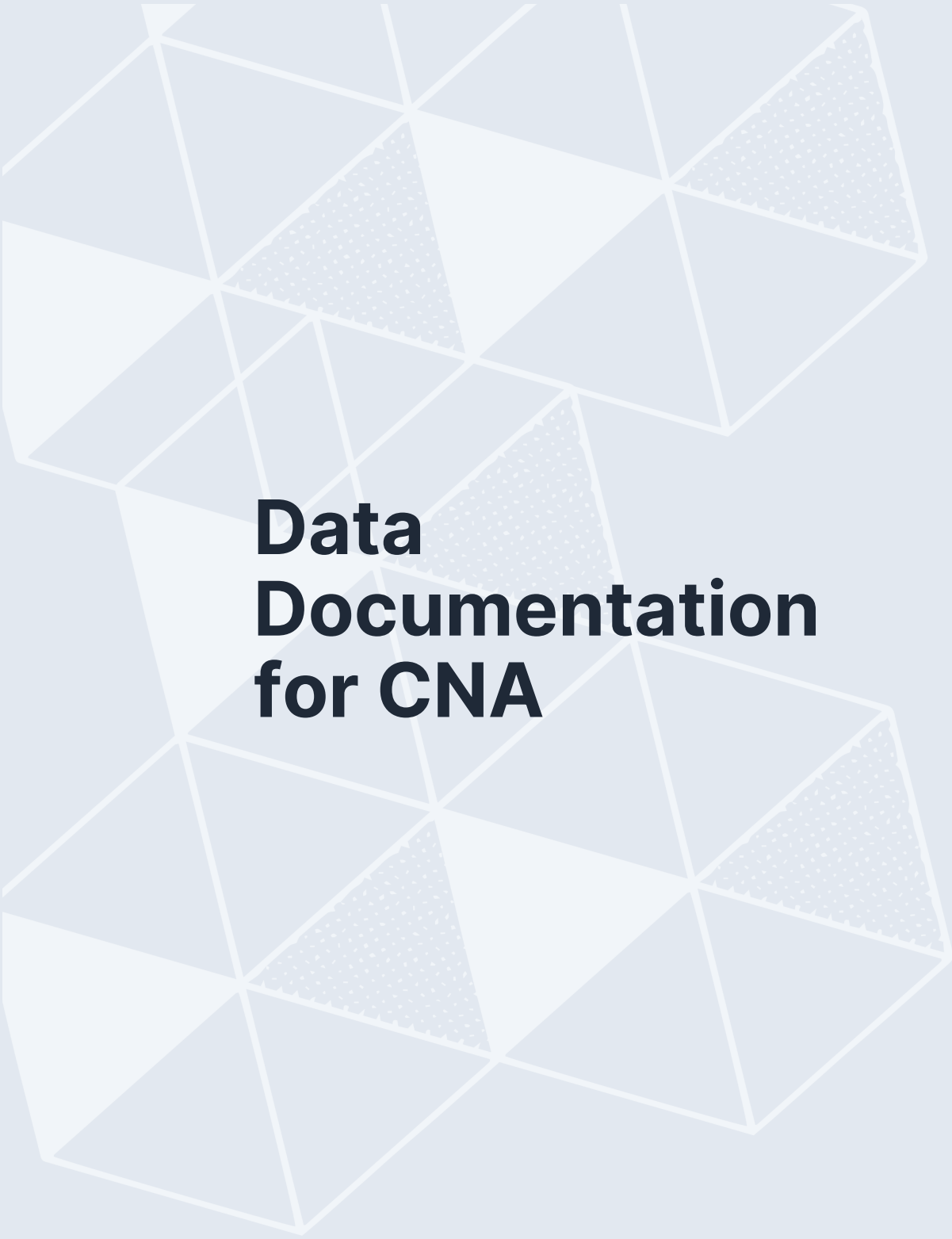
Strengths

Richardson High School teachers understand their role in implementing our school's key actions. Our campus bases its action on the district's core beliefs that all students will connect, learn, grow, and succeed. Richardson High School is committed to the district's North Star goal that all students and staff will show growth during 2026-2027.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Richardson High School needs to continue and focus on the goal of growth for all demographics within our school.	

★ = 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
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Observation Survey results

Student Data: Student Groups

- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data

- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ 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

100% of students will meet North Star Goal expectations.

Strategy 1

All students will identify a student achievement growth (data) goal and graduate profile (life ready) goal and submit quarterly evidence of progress towards that goal.

Strategy's Expected Result/Impact: Increased student accountability for goal progress and consistent evidence of professional growth, leading to improved instructional practices and student achievement.

Staff Responsible for Monitoring: Admin, ICs, Department Chairs

TEA Priorities: Recruit, support, retain teachers and principals

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

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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: consistent evidence of MAP growth, leading to improved instructional practices and student achievement.

Staff Responsible for Monitoring: Admin over MTSS
ICs
Department Chairs

TEA Priorities: Build a foundation of reading and math

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

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Strategy 3

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: Increased student accountability for goal progress and consistent evidence of professional growth, leading to growth in student achievement

Staff Responsible for Monitoring: Admin
ICs

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 2

100% of staff will meet North Star Goal expectations

Strategy 1

All staff will set personal growth goals using district identified priority TTESS dimensions and submit evidence at middle and end of year conferences.

Strategy's Expected Result/Impact: Increased staff accountability for goal progress and consistent evidence of professional growth, leading to improved instructional practices and student achievement.

Staff Responsible for Monitoring: Evaluating Admin

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

Utilize Schoology for teachers 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: Increased staff accountability for goal progress and consistent evidence of professional growth, leading to improved instructional practices and student achievement.

Staff Responsible for Monitoring: Evaluating admin
iTeam

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 3

Provide designated collaborative time during vertical team meetings and 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: Increased staff accountability for goal progress and consistent evidence of professional growth, leading to improved instructional practices and student achievement.

Staff Responsible for Monitoring: Evaluating Admin and ICs

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 3

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

Strategy 1

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan.

Strategy's Expected Result/Impact: Consistent expectations and responses to behavior will reduce disruptions, increase instructional time, improve student accountability, and ensure that students experience equitable and consistent discipline across campus.

Staff Responsible for Monitoring: Admin

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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: Regular review of Tier 2 students and consistent implementation of research-based interventions will provide students with timely, targeted behavioral support. This will reduce recurring behavior concerns, increase student engagement and success, and help prevent students from escalating to more intensive levels of support.

Staff Responsible for Monitoring: Admin lcs

TEA Priorities: Recruit, support, retain teachers and principals

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

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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: A comprehensive refresh of the Code of Civility will establish clear, consistent expectations for respectful behavior across campus. Consistent visual messaging and communication will increase student and staff awareness, reinforce positive interactions, reduce behavior concerns, and contribute to a more respectful and positive campus culture.

Staff Responsible for Monitoring: Admin
IC

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 4

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

Strategy 1

Implement improved tiered systems of support for students identified at-risk (economically disadvantaged, failed STAAR, McKinney Vento, emerging bilingual, special education).

Strategy's Expected Result/Impact: Improved tiered systems of support will ensure that students identified as at-risk receive timely, targeted interventions based on their individual needs. Consistent monitoring and coordinated support will increase student engagement, academic success, and access to resources while reducing barriers that may prevent students from graduating college, career, and military ready.

Staff Responsible for Monitoring: Admin
lcs

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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.

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Strategy 3

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

Minds.

Strategy's Expected Result/Impact: Consistent identification and progress monitoring through Branching Minds will allow staff to identify students in need of support earlier and respond with targeted interventions. This will improve communication and coordination among staff, increase student engagement and academic success, and reduce chronic absenteeism, behavior concerns, course failures, and gaps in reading and math achievement.

Staff Responsible for Monitoring: Admin, English, Math, Science, Social Studies Teachers

TEA Priorities: Recruit, support, retain teachers and principals

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

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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.

Strategy 1

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

Strategy's Expected Result/Impact: Ensuring counselors provide required direct student services will increase students' access to timely academic, college and career, and personal support. This will strengthen student engagement, improve access to resources and interventions, and help students remain on track for graduation and the campus North Star Goal.

Staff Responsible for Monitoring: Admin

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

Strategy's Expected Result/Impact: Implementing Project Wisdom consistently across Social Studies and through required observance will reinforce positive character traits, responsible decision-making, and respectful behavior. This will strengthen campus culture, increase student awareness of personal responsibility, and promote a more positive and supportive learning environment.

Staff Responsible for Monitoring: admin
Socia Studies teachers

TEA Priorities: Recruit, support, retain teachers and principals

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

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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: Providing Safer Minds, Safer Schools training to all campus staff will increase staff capacity to recognize and respond to student wellness and safety needs. This will promote a more supportive, responsive campus environment and strengthen early intervention and connections to appropriate student supports.

Staff Responsible for Monitoring: Admin and counselors

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 6

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

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: Regular emergency response drills will increase staff readiness, confidence, and coordination during campus emergencies. Practice with emergency procedures and AED response will strengthen the campus's ability to respond quickly and effectively, ultimately promoting a safer campus environment.

Staff Responsible for Monitoring: Admin

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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: Establishing and training a Campus Threat Assessment Team will strengthen the campus's ability to identify, assess, and respond to potential threats in a timely and consistent manner. This will support early intervention, improve coordination among staff, and promote a safer campus environment for students and staff.

Staff Responsible for Monitoring: Admin

TEA Priorities: Recruit, support, retain teachers and principals

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

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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: Implementing suicide prevention curriculum will increase students' awareness of warning signs, reduce stigma around seeking help, and build confidence in responding to concerns for themselves or peers. This will strengthen early identification and connection to appropriate support, contributing to a safer and more supportive campus environment.

Staff Responsible for Monitoring: Admin, Counselors

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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: A dedicated transition case manager will provide consistent communication, targeted wraparound support, and coordinated reentry services for students returning from DAEP. This will strengthen students' connection to campus, improve successful transitions, reduce recidivism, and increase the likelihood of academic and behavioral success.

Staff Responsible for Monitoring: Crisis Counselor, Admin

TEA Priorities: Recruit, support, retain teachers and principals

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

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Goal 2

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

Performance Objective 1

Provide aligned professional learning opportunities to support teachers' action steps, driving progress toward their growth goals and district priorities.

Strategy 1

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

Strategy's Expected Result/Impact: Implementation of this strategy will increase instructional consistency and teacher efficacy across all classrooms by delivering targeted, job-embedded professional development. Through regular coaching cycles, learning walks, and the integration of teacher feedback, leadership will systematically track classroom implementation, leading to refined instructional practices, higher student engagement, and measurable gains in academic achievement and student growth goals.

Staff Responsible for Monitoring: IC's and Campus Administration

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Strategy 2

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

Strategy's Expected Result/Impact: Implementation of this strategy will ensure all teachers develop consistent competency in the Learner Growth Experience model through dedicated, campus-wide professional development days. By establishing shared instructional frameworks and aligned classroom practices, this training will enhance instructional delivery, promote active student engagement, and drive measurable improvements in individual student growth outcomes across all grade levels and content areas.

Staff Responsible for Monitoring: Instructional leadership team and campus Administration

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

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: Implementation of this strategy will gather actionable data on staff satisfaction and retention factors through systematic exit surveys and stay interviews. By utilizing staff feedback to make targeted improvements to school culture, daily workload, and instructional support systems, leadership will address root causes of site-specific turnover, resulting in higher teacher morale, increased staff retention, and greater organizational stability.

Staff Responsible for Monitoring: Campus Principal

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Strategy 2

Address low-scoring areas in the climate survey by creating a campus team to develop an action plan to improve scores on the survey and boost teacher retention.

Strategy's Expected Result/Impact: Implementation of this strategy will establish a dedicated campus team to analyze climate survey data and execute a targeted action plan. By directly addressing key areas of concern identified by staff, this collaborative initiative will foster a more supportive work environment, increase positive survey indicators, and improve overall staff morale, ultimately boosting teacher retention.

Staff Responsible for Monitoring: Campus Administration

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Performance Objective 3

Develop and implement a performance management system on campus.

Strategy 1

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: Implementing this strategy will strengthen instruction and professional practice across campus through structured observation, actionable feedback, and target-driven goal setting. By delivering continuous, individualized coaching support, leadership will increase staff effectiveness, promote professional growth, and ultimately accelerate student academic progress and outcomes.

Staff Responsible for Monitoring: Instructional Coaches and Campus Administration

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Goal 3

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

Performance Objective 1

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

Strategy 1

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: Consistent use of the Data Dashboard will improve documentation, accountability, and monitoring of special education services and student progress. Quarterly data reviews will allow campus leaders to identify needs earlier and provide targeted coaching and support, resulting in stronger instructional practices and improved outcomes for students receiving special education services.

Staff Responsible for Monitoring: Admin SPED Department Chairs

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

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

Strategy's Expected Result/Impact: Consistent use of differentiated strategies and curricula will provide gifted and talented students with appropriate levels of challenge and opportunities for deeper learning. This will increase student engagement, strengthen critical thinking and problem-solving skills, and ensure students are appropriately challenged and supported in reaching their academic potential.

Staff Responsible for Monitoring: Admin, ICs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Include campus strategies to address SPED accountability targets

Strategy's Expected Result/Impact: Implementing targeted campus strategies to address SPED accountability targets will strengthen support and outcomes for students receiving special education services. Ongoing progress monitoring and collaboration will help identify needs, improve instructional practices, and increase student achievement and progress toward accountability goals.

Staff Responsible for Monitoring: SPED Department Chair, Admin

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 2

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

Strategy 1

Address and increase STAAR/EOC performance for students in Algebra I and English I.

RLA (2026-2027goal= 60%) and Math (2026- 2027 goal= 45%) per BOT goals.
What/How will it look on your campus? Tracking student growth

Strategy's Expected Result/Impact: Consistent tracking of student growth and focused PLC collaboration will help teachers identify learning gaps, adjust instruction, and provide targeted interventions for Algebra I and English I students. This will increase student mastery of essential skills and improve STAAR/EOC performance toward the campus goals of 60% in RLA and 45% in Math.

Staff Responsible for Monitoring: Alg 1 and Eng 1 Teachers, ICs, Admin

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

Implement High-Quality Instructional Materials (HQIM) in K-5 and Grades 6-Algebra I mathematics, supported by continuous, differentiated training for all campus staff aligned to the Learner Framework.

What will this look like on your campus? Data tracking

Strategy's Expected Result/Impact: Consistent implementation of district curriculum and HQIM, supported by differentiated professional learning and PLC collaboration, will strengthen instructional consistency and teacher capacity. Ongoing data tracking will help staff identify student needs, adjust instruction, and provide targeted support, resulting in increased student mastery and academic achievement.

Staff Responsible for Monitoring: Admin, ICs, Math Department Chair, Algebra 1 teachers

TEA Priorities: Build a foundation of reading and math

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

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Strategy 3

Strengthen and monitor weekly PLCs and lesson internalization to ensure teachers deeply plan, unpack standards, and align High Quality Instructional Materials (HQIM) prior to instruction using district protocols and resources.

Strategy's Expected Result/Impact: Consistent, focused PLCs and lesson internalization will strengthen teachers' understanding of standards and ensure instruction is intentionally aligned to HQIM. This will improve instructional consistency, increase teacher capacity to respond to student needs, and result in stronger student engagement and academic achievement.

Staff Responsible for Monitoring: Admin, ICs, PLC teachers

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 4

Implement with fidelity the Data Driven Instruction (DDI) protocol and weekly data meetings, specifically as it relates to priority areas: Algebra I and English I.

Strategy's Expected Result/Impact: Consistent implementation of the DDI protocol and weekly data meetings will enable teachers to identify learning gaps, monitor student progress, and adjust instruction and interventions based on evidence. Focused attention on priority areas will increase student mastery of essential standards and improve academic outcomes in Math and Reading.

Staff Responsible for Monitoring: Eng 1, Alg 1 teachers, Admin, ICs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

Participate in the Accountability Data Leadership Series to deepen capacity for tracking student growth and addressing state accountability standards.

Strategy's Expected Result/Impact: Participation in the Accountability Data Leadership Series will strengthen campus leaders' ability to analyze data, monitor student growth, and align instructional priorities with state accountability standards. This will support more informed decision-making, targeted interventions, and improved student outcomes.

Staff Responsible for Monitoring: Admin and ICs

TEA Priorities: Recruit, support, retain teachers and principals

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

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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: Targeted support and monitoring during the transition to the traditional schedule will help teachers adjust pacing, strengthen lesson design, and maximize available instructional time. This will promote greater instructional consistency, increase student engagement and learning time, and support improved academic outcomes.

Staff Responsible for Monitoring: Admin, ICs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

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

Strategy 1

Campus administrators will support and monitor implementation of the Apple device pilot to evaluate the impact of technology integration on instructional practices, student engagement, and learning outcomes.

Strategy's Expected Result/Impact: Monitoring the Apple device pilot will provide meaningful data on how technology integration affects instructional practices, student engagement, and learning outcomes. This will help the campus identify effective practices, address implementation needs, and make informed decisions about future technology use.

Staff Responsible for Monitoring: iTeam, Admin, ICs

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 2

Monitor and support the implementation of I-Team professional learning to ensure technology is purposefully integrated into instruction, with a focus on productive screen time and student learning.

Strategy's Expected Result/Impact: Monitoring and supporting I-Team professional learning will strengthen teachers' ability to use technology purposefully to enhance instruction rather than simply increase screen time. This will promote meaningful student engagement, improve instructional practices, and ensure technology use supports deeper learning and student outcomes.

Staff Responsible for Monitoring: iTeam, Admin, Ics

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 3

Implement, enhance, and expand the RISD Learning Framework by designing meaningful learning experiences that provide all students opportunities to develop and demonstrate competencies aligned with the RISD Graduate Profile.
What will this look like on your campus? Targeted Professional learning

Strategy's Expected Result/Impact: Expected Impact: Targeted professional learning will build teacher capacity to design meaningful learning experiences aligned with the RISD Learning Framework and Graduate Profile. This will increase opportunities for students to develop and demonstrate key competencies, strengthen engagement and ownership of learning, and better prepare students for success beyond high school.

Staff Responsible for Monitoring: Admin, ICs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Maintain a visible showcase of specialized academic programming during campus events, parent nights, and neighborhood tours to spotlight student outcome artifacts and support the district's "The ONE" initiative.

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Performance Objective 4

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

Strategy 1

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.
How will this look on your campus? Targeting students and offering TSI on a weekly basis in addition to study sessions and collaboration with District staff.

Strategy's Expected Result/Impact: Targeted support, weekly TSI opportunities, study sessions, and collaboration with district staff will increase students' access to resources and opportunities to demonstrate college readiness. These efforts will support an increase in the percentage of students meeting college-ready assessment criteria from 40% to 42% and help ensure at least 95% of students meet a CCMR indicator.

Staff Responsible for Monitoring: Admin, ICs

TEA Priorities: Connect high school to career and college

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

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Strategy 2

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.

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Strategy 3

Maintain and monitor systems to track student leavers and progress toward graduation, to identify students who are credit deficient or have an unacceptable leaver code and implement timely interventions to keep students on track for graduation.

Strategy's Expected Result/Impact: Consistent monitoring of student leavers, credits, and graduation progress will allow the campus to identify students at risk of not graduating and provide timely, targeted interventions. This will reduce credit deficiencies and inappropriate leaver coding while increasing on-time graduation rates and ensuring more students remain on track for postsecondary success.

Staff Responsible for Monitoring: Admin, AVID coordinator

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 4

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. How will your campus support this goal? Targeted collaboration with CTE teachers to support growth in IBCs.

Strategy's Expected Result/Impact: Targeted collaboration with CTE teachers will strengthen support for students pursuing industry-based certifications and career pathways. This will increase opportunities for students to complete CTE programs of study, earn IBCs, and graduate career ready, supporting growth toward the campus goals of 30% career-ready graduates and 60% of seniors earning an IBC.

Staff Responsible for Monitoring: Admin over CTE and CTE teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 5

Campus will increase P-TECH enrollment, retention, and completion by implementing targeted student support systems, including monthly campus P-TECH meetings, weekly P-TECH coach data reviews, and ongoing TOR/Facilitator training to monitor student progress, address barriers, and increase the number of students earning associate degrees. What will this look like on your campus? Targeted Collaboration with P-Tech teachers to increase enrollment, retention, and completion.

Strategy's Expected Result/Impact: Targeted collaboration with P-TECH teachers will strengthen communication, identify student barriers, and provide timely support to improve enrollment, retention, and completion. These efforts will increase student progress toward program milestones and expand the number of students earning associate degrees.

Staff Responsible for Monitoring: Admin, P-Tech teachers

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

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Strategy 6

Expand student access to career inspiration, exploration, and discovery through meaningful real-world learning experiences and exposure to a variety of career pathways.
Career Exploration through Biztown for 100% of 5th grade and 7th grade students.
Finance Park to for all 4 High School Business courses in Spring 2027

Formative Reviews

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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.

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: Implementation of this strategy will foster stronger community engagement by pairing local business and civic leaders with campus administration through the "Principal for a Day" program. These strategic partnerships will yield meaningful connections, increase district resources and opportunities for students and staff, and directly advance the campus's progress toward the North Star Goal.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Performance Objective 2

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

Strategy 1

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

Strategy's Expected Result/Impact: Implementation of this strategy will establish consistent, reliable school-to-home communication across the campus community using ParentSquare. By distributing a weekly newsletter and regularly monitoring delivery analytics, leadership will ensure all families remain informed, improve parent contactability rates, and foster stronger family-school partnerships that support student success.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

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Strategy 2

Telling your campus story: Increase engagement with parents and the community through the use of available district tools -- ParentSquare, Campus Website, Campus Newsletter, Campus Social Media, School Marquees -- and leverage relationships with neighborhood homeowner associations, volunteers, and business partners.

Strategy's Expected Result/Impact: Implementation of this strategy will expand community outreach and visibility by leveraging district communication channels--including ParentSquare, social media, web platforms, and marquees--alongside local partnerships with HOAs, volunteers, and business partners. This coordinated approach will increase parent and community engagement, foster stronger community trust, and broaden external support and resources for campus initiatives.

Staff Responsible for Monitoring: Campus Strategy and Engagement Liaison - Amanda Brantley

Formative Reviews

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Performance Objective 3

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

Strategy 1

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: Implementation of this strategy will empower parents as active partners in student learning by providing transparent individual growth data and practical home-support resources. By aligning school-to-home efforts through fall conferences and regular weekly communication, this approach will increase family engagement, reinforce key concepts outside the classroom, and accelerate student progress toward their individual growth targets.

Staff Responsible for Monitoring: Campus teachers, Campus Administration.

Formative Reviews

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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

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: Implementation of this strategy will ensure full fiscal compliance and operational accuracy across campus by equipping staff with structured training on financial protocols. By standardizing money-handling and procurement workflows during biannual training sessions, leadership will reduce procedural errors, streamline purchasing and receiving operations, and maintain audit-ready, transparent financial records.

Staff Responsible for Monitoring: Tammy Rangel, Chris Choat, and Bill Parker

Formative Reviews

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Strategy 2

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

Strategy's Expected Result/Impact: Implementing this strategy will improve operational efficiency and resource stewardship by partnering with Facility Services and the Energy & Sustainability Department. By optimizing building energy consumption and implementing sustainable facility practices, the campus will reduce utility expenditures, minimize its environmental footprint, and ensure a comfortable, well-regulated learning environment for students and staff.

Staff Responsible for Monitoring: Jason Gunter, Reina Perla

Formative Reviews

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Performance Objective 2

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

Strategy 1

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

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

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Strategy 2

Conduct Safety Week at the beginning of the year to practice SRP - evacuate, hold,lockdown, shelter and secure.

Strategy's Expected Result/Impact: 100% of the safety procedures taught and practiced

Staff Responsible for Monitoring: Jason Gunter, Chris Choat

Formative Reviews

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Strategy 3

Hold "I Know What To Do Day's" in October, December, February and April

Strategy's Expected Result/Impact: 100 lesson completion

Staff Responsible for Monitoring: Facilities administrator

Formative Reviews

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Performance Objective 3

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

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 completion of all lessons on student devices.

Staff Responsible for Monitoring: Facilities administrator and campus principal

Formative Reviews

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Performance Objective 4

Implement Bond 2025.

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: Improve HVAC functioning across the RHS building.

Staff Responsible for Monitoring: Chris Choat, Jason Gunter

Formative Reviews

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