

Richardson Independent School District

Richardson High School

2023-2024 Campus Improvement Plan



Board Approval Date: October 12, 2023

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

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

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

School Processes & Programs 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 and is committed to the PLC process and have embraced the four questions of effective PLCs.

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

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.

Perceptions 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 2023-2024.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals


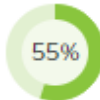

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth


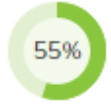





Performance Objective 1: RHS will integrate digital content and tools into instruction in meaningful ways to encourages student use of available resources to enhance learning.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Incorporate digital/citizenship and critical internet safety strategies via campus-based lessons. Strategy's Expected Result/Impact: Intervention documentation Academic integrity Advisory lessons Staff Responsible for Monitoring: RHS Admin Beth Childs Amanda Brantley/Witter Lauren Hawkins RHS Staff Shannon Tabb Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				




Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize collaborative spaces and digital within the classroom to enhance learning for ELA, Science, Social Studies and Math core content areas. Development of a system to organie flexible spaces in order to complete student interventions during the school day.</p> <p>Strategy's Expected Result/Impact: QSA data Intervention documentation EOC data 9 week grade reporting Advisory interventions</p> <p>Staff Responsible for Monitoring: RHS Admin ICs Dept. Heads PLC team leads SPED dept. ELL/EB dept.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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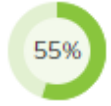

Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth



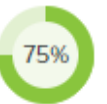



Performance Objective 2: RHS will work with student services and Learning Community JH's to identify at risk students and develop a plan that will meet the needs of identified students and assist in the transition of ALL students from JH to HS. Social contracts and restorative practices will be utilized to support student's needs











High Priority

Evaluation Data Sources: Campus Survey Data
 Social contract documentation
 Discipline Data review and Discipline rates
 Admin meeting with feeder junior highs
 Student Referrals

Strategy 1 Details	Reviews			
Strategy 1: Utilize Freshmen orientation to familiarize incoming Freshmen with the campus, available resources, and expectations. Strategy's Expected Result/Impact: Survey Data An increase in awareness and support programs Attendance Numbers and Participation Staff Responsible for Monitoring: Student Services/Dr. Tharp RHS Learning Community Feeder Schools RHS Admin Team RHS Counselors RHS Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Proactive Classroom Management (RHS Way) and varied alternative disciplinary methods (PBIS, Advisory, designated interventions) to orient incoming students to transition into high school.</p> <p>Strategy's Expected Result/Impact: Discipline rates</p> <p>Survey data</p> <p>Tutoring logs</p> <p>Eagle Academy</p> <p>Staff Responsible for Monitoring: OLT/PBIS Committee</p> <p>Cassie Stegall</p> <p>Jason Gunter</p> <p>Chris Choat</p> <p>Ali Reams</p> <p>ILT</p> <p>Specialized Advisory Groups</p> <p>RHS Admin Team</p> <p>RHS Counselors</p> <p>Eagle Academy Facilitator</p> <p>Title I:</p> <p>2.4, 2.5, 2.6</p> <p>- TEA Priorities:</p> <p>Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers:</p> <p>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Utilize Eagle advisory to support incoming freshmen with expectations and procedures. Strategy's Expected Result/Impact: Presentation of RHS Instructional and Organizational Procedures Implementation of support and resource programs Discussion and Participation in District/Campus designated/identified lessons Survey data Staff Responsible for Monitoring: Chris Choat Ali Reams RHS ICs Jason Gunter RHS Staff Advisory Staff Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: RHS will continue to host it's annual back-to-school picnic which will provide an opportunity for ALL families to meet our student groups and engage with campus staff. Participation from the RHS community and community partners is HIGHLY encouraged. Strategy's Expected Result/Impact: Participation numbers Survey data Staff Responsible for Monitoring: Sponsors PTA Coaches RHS admin RHS Learning Community Feeder Pattern Community Partners Title I: 2.5, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: Promote Clubs and organizations at Freshman Orientation, Welcome Back Picnic, Fall Open House, Magnet Night, and the RHS Learning Community Luncheon. Strategy's Expected Result/Impact: Club/Organization sign up sheets Staff Responsible for Monitoring: RHS Administrative Team Dr. Bill Parker RHS PTA Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
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Strategy 6 Details		Reviews			
Strategy 6: Create a list of clubs and organizations for all RHS stakeholders. Strategy's Expected Result/Impact: Clubs and Organization sheet Staff Responsible for Monitoring: Dr. Bill Parker Title I: 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth



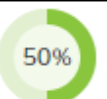





Performance Objective 3: RHS will address district and Campus Connecting Cultures initiatives.

High Priority

Evaluation Data Sources: Campus Survey
District Feedback
Student participation

Strategy 1 Details	Reviews			
Strategy 1: RHS representatives on the district level Equity and Diversity Committee. Strategy's Expected Result/Impact: Campus -based survey Community -based survey Staff Responsible for Monitoring: Chris Choat Jesus Sosa Ornelas Mariqua Owens RHS Equity Committee TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Implement campus campus-based racial Equity Committee. Regularly meet to design Connecting Cultures lessons to be shared through campus advisory. Staff will receive Connecting Cultures targeted training through carious site-based learning PD, including the book study Culturally Responsive Teaching and the Brain. Strategy's Expected Result/Impact: Teacher attendance log Campus-based survey Staff Responsible for Monitoring: Jesus Sosa Ornelas Mariqua Owens RHS Equity Team RHS Admin Staff RHS Counselors RHS Staff RHS Advisory teachers Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: RHS will continue strategies set by Super SAC for Diversity Celebration Week with students Strategy's Expected Result/Impact: Student Participation Staff Responsible for Monitoring: Chris Choat RHS Student Council RHS Admin Brent Morton Jesus Sosa Ornelas RHS Staff Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: RHS will host a Fall and Spring cultural celebration that involves students and parents. Food, games, and information about connecting to RHS will be provided for all students. Strategy's Expected Result/Impact: RHS stakeholder sign in RHS Community attendance and participation Staff Responsible for Monitoring: Chris Choat Jesus Sosa Ornelas Mariqua Owens TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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	N/A	N/A		
Strategy 5 Details	Reviews			
Strategy 5: Implement student climate survey responses through Advisory to capture ALL RHS students in attendance and reflect a more positive cultural climate Strategy's Expected Result/Impact: 100% student participation Staff Responsible for Monitoring: RHS Admin' RHS Staff Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 4: Clear and concise implementation of discipline management plan

High Priority

Evaluation Data Sources: Survey Data
Discipline Data
Intervention/Tutoring logs
Eagle Academy data

Strategy 1 Details	Reviews			
Strategy 1: Train all staff on RISE (CHAMPS) and the campus discipline process to implement PBIS at the classroom level. Strategy's Expected Result/Impact: Discipline Data Staff Responsible for Monitoring: PBIS Team RHS Admin RHS Admin intern RHS Staff Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				




Strategy 2 Details	Reviews			
<p>Strategy 2: RHS Campus PBIS committee will meet monthly to determine needs and training dates in order to implement the three-tiered discipline system campus-wide.</p> <p>Strategy's Expected Result/Impact: Discipline data Attendance data Grade Reporting Eagle Academy participation/data</p> <p>Staff Responsible for Monitoring: Chris Choat Eagle Academy Facilitator ILT ICs RHS Admin RHS Counselors RHS Staff</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth











Performance Objective 5: Prevention plans for bullying , harrassment, and dating violence. - Implement state required bullying prevention requirements consistent with Board policies and procedures. See Appendix A.

High Priority

Evaluation Data Sources: Survey results
Google form submission of compliance certificates

Strategy 1 Details	Reviews			
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Strategy 1: Broadcast student presentations of pro-activity and the effects of Bullying/harassment, dating violence, and suicide prevention in every classroom through Eagle Eye, class orientations, and Eagle Advisory. Strategy's Expected Result/Impact: Scripts Tape and broadcast presentations Better Me Week Hope Store (Campus Care Closet) Staff Responsible for Monitoring: Chris Choat RHS Admin Brent Morton RHS Counselors Advisory teachers Title I: 2.5, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details		Reviews			
Strategy 2: Continue to bring awareness to social and emotional health/SEL issues through Better Me, Teen Screen, Peer Helpers Lunch Bunch, L.I.F.T, advisory lessons, Classroom guidance/orientation meetings, and the Campus Care Closet. Strategy's Expected Result/Impact: Staff and Student Surveys Staff Responsible for Monitoring: Chris Choat Brent Morton Anita Cepada Jason Gunter Colleen Monier RHS Counselors RHS Staff Advisory Teachers Title I: 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Train all RHS staff in suicide and substance abuse prevention and intervention through district compliance training. Strategy's Expected Result/Impact: Google submission of certificates Staff sign-in logs Staff Responsible for Monitoring: RHS Admin RHS Counseling Staff RHS Staff Title I: 2.5, 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Review Anti Bullying, dating violence policies, harassment, and the campus ACTION PLAN through class orientation. Bullying and harassment reporting procedural signs will be displayed throughout the building. Strategy's Expected Result/Impact: Discipline data Posted Signage Action Plans Parent Communication Staff Responsible for Monitoring: RHS Admin RHS SROs RHS Counseling Staff RHS Staff Anita Cepada Title IX Coordinator Title I: 2.5, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: RHS will utilize the district Bullying investigation form when an incident arises on campus. RHS admin will investigate any report from students or staff of bullying incidents. A follow-up with parent will be conducted each time a report of bullying is investigated. Strategy's Expected Result/Impact: Decrease in the number of bullying reports. Staff Responsible for Monitoring: RHS Admin team RHS Staff RHS Counseling Staff Student Services Title IX Coordinator Title I: 4.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
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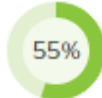






Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 6: RHS will support healthy Life Choices by student and staff.

High Priority

Evaluation Data Sources: An increase in awareness and support programs.




Strategy 1 Details	Reviews			
Strategy 1: RHS will implement Live Wise Live Healthy program and highlight monthly awareness topics. Strategy's Expected Result/Impact: An increase in awareness and support programs. Staff Responsible for Monitoring: RHS Counselors RHS Admin Peer Helpers RHS Nursing Staff Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Educate and roll out the use of Anonymous Alerts for students to share peer concerns for all student environments. Strategy's Expected Result/Impact: Early Intervention Discipline Data Staff Responsible for Monitoring: RHS Admin RHS SROs Student Services Title IX Coordinator Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Monitor immunizations, student absences, communicable disease issues, and campus ERT/AED drills in an effort to maintain the coordinated health programs at RHS Strategy's Expected Result/Impact: Health forms Attendance records Nurses' logs/notes Survey Data Staff Responsible for Monitoring: RHS Nurses RHS admin RHS Staff RHS ERT Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Develop L.I.F.T. Team to partner with preferred students with staff support. Strategy's Expected Result/Impact: Student referrals Staff Responsible for Monitoring: Scott Sharp Chris Choat L.I.F.T. Team Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 7: RHS will provide a safe, comfortable, and well- maintained environment, with an emphasis on global citizenship.

- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** Increased positive response rate from internal and external stakeholders in focus group responses.

Strategy 1 Details		Reviews			
Strategy 1: Create a voter registration plan with specific dates to ensure students/seniors turning 18 have an opportunity to register to vote. Strategy's Expected Result/Impact: Fall date - September 19, 2023 - National Voter Registration Day Spring - January 2024 Staff Responsible for Monitoring: Tara McLennan Cassie Stegall Kristine Thomas Wright RHS Social Studies Department RHS Government Teachers Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Form a Campus Threat Assessment Team as specified in Texas Education Code 37.115 Strategy's Expected Result/Impact: Safety data Survey data Efficient routines on a DAILY basis by all stakeholders Staff Responsible for Monitoring: Chris Choat Jason Gunter RHS Admin Team RISD Safety and Security Department TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
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Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 8: Offer Objective based tutorials with strategies appropriate to all students to ensure mastery of learning in ALL content areas. US History, Biology, English 1 and English II, and Algebra I teachers will analyze test objectives and provide remediation ideas that are utilized to target students for tutoring. All content areas analyze STAAR and use Lead4Ward tools to get a handle on what concepts will be difficult for students and how to cover those concepts. Data analysis will include sub-population performance to inform differentiation and align instruction to student's needs. Teachers will collaborate in PLCs to plan and reflect on the performance of all students and sub populations.

High Priority

HB3 Goal

Evaluation Data Sources: QSA data

9 week grade reporting

Common Assessments

RTI/MTSS Branching Minds

MAP Growth (BOY to MOY)

HB 4545




Tutoring logs





SPED Compliance




ELL Monitoring through PLC








Tier 3 Map data

HB4545 lists

Strategy 1 Details	Reviews			
<p>Strategy 1: Train and support teachers to include a variety of differentiated and blended instruction components with daily lesson plans (classroom community, respectful tasks, flexible grouping, and ongoing assessments)</p> <p>Strategy's Expected Result/Impact: Tutoring logs PLC meeting agendas Classroom observations Walk -through forms Intervention Plans Survey Data EOC/STAAR data Pass/Fail Rates Retention Rates HB4545 Tier 3 MAP data Assessment data</p> <p>Staff Responsible for Monitoring: RHS ADMIN - content core ICs Alg 1 PLC RLA 1 PLC RLA 2 PLC Biology PLC US History PLC ELL Department SPED Department</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, EOY. Strategy's Expected Result/Impact: 9 week grade reporting Common assessments EOC passing scores Staff Responsible for Monitoring: Al Gallo Ali Reams ICs PLC leads Math Department English Department Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
Strategy 3 Details	Reviews			
Strategy 3: Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics Strategy's Expected Result/Impact: Tutoring logs Walk -through forms Survey Data EOC/STAAR data Pass/Fail Rates HB4545 Tier 3 MAP data Assessment data Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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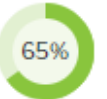




Strategy 4 Details	Reviews			
<p>Strategy 4: Identify and progress monitor secondary students who are in need of support using defined parameters for attendance, behavior, reading and math intensive courses, and course failures using Branching Minds.</p> <p>Strategy's Expected Result/Impact: Eagle Academy</p> <p>Tutoring logs Attendance Rates/A2A data Discipline Data Map Growth Data 9 week grade reporting Common Assessments RTI Intervention documentation EOC data Specialized Advisories</p> <p>Staff Responsible for Monitoring: Eagle Academy Facilitator RHS Admin ICs RHS Counseling Department Department Heads PLC Teams Leads SPED Department ELL Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Campuses will identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district and monitor progress in Branching Minds Strategy's Expected Result/Impact: Eagle Academy Tutoring logs Attendance Rates/A2A data Discipline Data Map Growth Data 9 week grade reporting Common Assessments RTI Intervention documentation EOC data Specialized Advisories Staff Responsible for Monitoring: Eagle Academy Facilitator RHS Admin ICs RHS Counseling Department Department Heads PLC Teams Leads SPED Department ELL Department RISD Teaching and Learning Department Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth

Performance Objective 9: RHS will increase daily attendance rates by .5%

High Priority
HB3 Goal
Evaluation Data Sources: A2A reports, daily attendance, dropout rate, completion rate








Strategy 1 Details	Reviews			
Strategy 1: Monitor and utilize A2A and campus based attendance interventions to improve our daily attendance rate and decrease dropouts. Strategy's Expected Result/Impact: Graduation rate increase Staff Responsible for Monitoring: RHS Admin Attendance Clerk Eagle Academy Coordinator RHS Counselors RHS Staff Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1: Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff.

High Priority










Evaluation Data Sources: Employee retention data, benchmark salary data, documented salary and benefits provided to employees

Strategy 1 Details	Reviews			
Strategy 1: Continue to seek employee input via Staff Climate Survey Strategy's Expected Result/Impact: By implementing this strategy, the Staff Climate Survey results will have greater than 95% participation. Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 2: Develop and execute innovative plan for employee recruitment.







Evaluation Data Sources: New hire data








Strategy 1 Details	Reviews			
Strategy 1: RHS will develop social media post that highlights RHS and explains our culture to potential employees Strategy's Expected Result/Impact: Fill all campus openings with high-quality staff. Staff Responsible for Monitoring: iTeam Campus principal Department chairs. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RHS will develop materials for potential employees explaining campus traditions, magnet programs, and campus offerings that meet the needs of all students. Strategy's Expected Result/Impact: Staffing completed well before the school year to ensure proper training for all staff new to RHS. Staff Responsible for Monitoring: Campus Principal Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Monthly "Shout-outs" to recognize students and staff positive impact on campus.

High Priority
Evaluation Data Sources: Campus survey

Strategy 1 Details	Reviews			
Strategy 1: RHS will recognize staff through our weekly Golden Eagle Teacher of the week, presented each Friday morning to selected staff. Strategy's Expected Result/Impact: Increase in survey data for campus morale Staff Responsible for Monitoring: Instructional Coaches Campus Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RHS will encourage all staff to complete the campus kudos form when positive behaviors are recognized, followed by sharing the kudos submissions with all staff. Strategy's Expected Result/Impact: Survey data that reflects positive morale at RHS Staff Responsible for Monitoring: All RHS staff Campus admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 3 Details	Reviews			
Strategy 3: RHS will utilize our campus "talons" that are given to students as part of our PBIS system to recognize positive student behavior Strategy's Expected Result/Impact: Talons are given to students, which are then exchanged for a prize each Friday. Staff Responsible for Monitoring: Von Ensley - Campus Admin PBIS coordinator ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 4: RHS will continue to celebrate staff throughout the year.

High Priority




Evaluation Data Sources: "Fun Committee" will develop and monitor a calendar/ google form different activities.







Strategy 1 Details	Reviews			
Strategy 1: RHS "Fun Committee" will host monthly meetings to create plans to celebrate staff with social events or campus lunches that show appreciation for RHS staff Strategy's Expected Result/Impact: Survey data increase in staff recognition Staff Responsible for Monitoring: Instructional Coaches RHS Admin Team Leads ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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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: Implement a learning framework that provides all RISD students experiences to develop competencies aligned with the graduate profile.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Implement the district learning framework to provide all RISD students with experiences to develop competencies aligned with the graduate profile. Strategy's Expected Result/Impact: Teacher evidence in TTESS goal reflections. EOC results CCMR indicators Course passing rates Staff Responsible for Monitoring: Admin Team IC Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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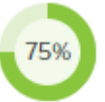
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to implement structured PLCs in all core areas to ensure student learning and growth. Teachers will meet regularly to analyze data, develop responsive, tiered instruction, and plan interventions including Lead4ward, ELLevation, and Kagan strategies.</p> <p>Strategy's Expected Result/Impact: Teacher evidence in TTESS goal reflections. EOC results CCMR indicators Course passing rates</p> <p>Staff Responsible for Monitoring: Admin Team IC Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will embed Lead4ward, ELLevation, and Kagan strategies into daily instruction. Students will engage with learning experiences that are aligned with the RISD graduate profile and the Learning Experience Framework.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and performance Teacher performance on TTESS Teacher walkthroughs Decreased discipline rates</p> <p>Staff Responsible for Monitoring: Admin Team IC Team Department Chairs ILT</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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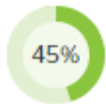




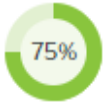




Strategy 4 Details	Reviews			
<p>Strategy 4: All content areas analyze STAAR, TRS, and Lead4Ward tools to reflect on the previous year's performance and adjust instruction to address challenging concepts and skills to support students who are SpEd, EB, or at-risk. Data analysis will include sub-population performance to inform differentiation and align instruction and interventions to students' needs. Teachers will collaborate in PLCs to plan and reflect on the performance of all students and sub-populations.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and performance Teacher performance on TTESS Classroom and PLC walkthroughs Decreased discipline rates</p> <p>Staff Responsible for Monitoring: Admin Team IC Team PLC Team Leads Dept. Chairs</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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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 2: Create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Use Campus-Based PD days, Focus Fridays, and early release days to train staff using iTeam support on the Learner Growth Experience Framework so that all teachers understand it and design aligned experiences in their daily instruction. Strategy's Expected Result/Impact: Staff completion of their TTESS goals with portfolio evidence, and improved survey data for campus professional development. Staff Responsible for Monitoring: Alison Reams IC Team RHS Admin Team Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 2 Details		Reviews			
Strategy 2: Align campus-based professional development (site-based days, Focus Fridays, Rolling Faculty Meetings, Lunch Bunch, iTeam training) to equip all teachers to reach their individual TTESS growth goals. Strategy's Expected Result/Impact: Staff completion of their TTESS goals with portfolio evidence, and improved survey data for campus professional development. Staff Responsible for Monitoring: Alison Reams IC Team RHS Admin Team Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Use survey data including campus teacher surveys, Campus Climate Survey, and Bright Bytes survey to inform professional development topics and when sessions are offered to teachers. Invite campus support staff and iTeam to present on identified areas of growth. Strategy's Expected Result/Impact: Improved survey data for campus professional development and staff completion of their TTESS goals with portfolio evidence. Staff Responsible for Monitoring: RHS Admin Team Alison Reams RHS ICs Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
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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 3: Ensure all students graduate college and career ready as measured by CCMR indicators.

HB3 Goal

Evaluation Data Sources: Increase students meeting the CCMR indicator from 56% to 70% by 2027(Board Goal)

Strategy 1 Details	Reviews			
<p>Strategy 1: RHS will utilize a CCMR team that regularly meets with the district Advanced learning and CTE coordinators to ensure data is reflecting continued campus growth goals are being met</p> <p>Strategy's Expected Result/Impact: Students CCMR indicators increase by 10% from 83% to 93%</p> <p>Staff Responsible for Monitoring: Aurora Everett - CCMR Admin lead Chris Choat - CCMR team lead Instructional coaches CCMR teacher leads (Jeff Bivins, Courtney Sims)</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: RHS will continue to recruit and train high-quality staff that teach AP courses, On-Ramps courses, and Dual Credit courses that ensure opportunities for students to complete college credit during HS.</p> <p>Strategy's Expected Result/Impact: Increased number of student participation in advanced courses, and an increase in dual credit grade acceptance and AP scores.</p> <p>Staff Responsible for Monitoring: RHS administrative team.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: RHS will provide opportunities to increase retention of CTE students and will align our campus offerings to the district IBC's calendar and TEA completer pathways. Strategy's Expected Result/Impact: Increase in IBCs obtained by RHS students in CTE Increase student completer status in CTE pathways Staff Responsible for Monitoring: Bill Parker CTE Admin CTE teachers CCMR campus team TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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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 4: RHS will implement a campus GT program that aligns with TEA requirements.








Evaluation Data Sources: AP enrollment

Increase AP testers

Advanced course offerings

Advanced course completion




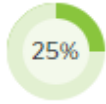

Strategy 1 Details	Reviews			
Strategy 1: Provide equitable access and support for advanced courses. Strategy's Expected Result/Impact: GT Identification K-12 is reflective of District's demographics Decrease in attrition of GT and advanced courses including Advanced, Advanced Placement, OnRamps, and Dual Credit Consistent use of Total School Cluster Grouping in 1-6 Publish "Profile of the Gifted Graduate" as the success metric for advanced course completion Increased success metrics in advanced courses for college credit Successful completion of Depth & Complexity GT Updates for elementary and secondary teachers (who teach GT/AL courses) for the years 2021-2022 and 2022-2023. Staff Responsible for Monitoring: Executive Director of Advanced Learning Services Director of Advanced Learning Programs and Services RHS Administration TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Enrollment in courses for college credit will reflect the overall campus demographics. Strategy's Expected Result/Impact: Increase in advanced course enrollment to reflect demographics of RHS Staff Responsible for Monitoring: Advanced course teachers RHS Administration and four core department chairs. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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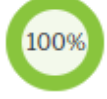



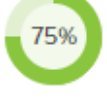
Strategy 3 Details	Reviews			
Strategy 3: All teachers of advanced courses will complete the required 30 hours of GT Foundations or the required GT Update on Depth & Complexity by December 2023. Strategy's Expected Result/Impact: 100% teacher completion of 30 hour GT credit Staff Responsible for Monitoring: RHS Administration RISD advanced learning executive director ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1: Create reciprocal pathways for families to increase and deepen engagement.

Evaluation Data Sources: Family Engagement, Volunteer Engagement including Voly data, Community Engagement including increase in partner outreach efforts and programs.



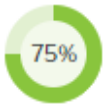







Strategy 1 Details	Reviews			
Strategy 1: RHS will partner with Padres Unidos to provide opportunities for families to engage in educational opportunities to learn more in-depth the about RHS and how they can best support student outcomes. Strategy's Expected Result/Impact: Monthly meetings to discuss parental needs and survey data that reflect a more positive partnership Staff Responsible for Monitoring: Chris Choat ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RHS will host two multicultural nights in partnership with the PTA to provide an opportunity for parents to learn about programs offered at RHS and hear from current students about program impacts on educational outcomes. Strategy's Expected Result/Impact: Increased involvement in the RHS program by students and parents. Staff Responsible for Monitoring: RHS PTA, Chris Choat ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: RHS student equity and diversity committee will plan and implement a cultural celebration in which families are invited to attend as we celebrate the diversity of RHS and honor multiple cultures within RHS. Strategy's Expected Result/Impact: Multicultural celebrations will increase the connection of all students and parents to the RHS learning community. Staff Responsible for Monitoring: Jesus Sosa, Chris Choat, Elizabeth Brown. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: RHS will host a Dallas County Promise Pledge during the first semester that will engage students to pledge and submit a college application with a Promise Partner. Mrs. Clay will collaborate biweekly to follow up with any missing students to ensure we have 100% pledged students prior to Spring break. Strategy's Expected Result/Impact: 100% pledge by the class of 2024 Staff Responsible for Monitoring: Cassandra Clay and Advise Texas counselor	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: RHS will continue to utilize our campus newsletter which is sent on a weekly basis to inform parents of everything taking place at RHS for the week and to also share opportunities for parent involvement in weekly events. Strategy's Expected Result/Impact: Increase the number of families that are reading the weekly newsletter Staff Responsible for Monitoring: Chris Choat ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: RHS will continue to seek 100% staff participation in our PTA. This will allow more efficient communication in building partnerships with our PTA. Strategy's Expected Result/Impact: 100% staff participation in the PTA Staff Responsible for Monitoring: Nikki Clark ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: RHS will regularly update the campus website to include up-to-the-minute information about RHS, including opportunities for community engagement at RHS. Strategy's Expected Result/Impact: Favorable survey data from all stakeholders on campus communication. Staff Responsible for Monitoring: John Witter Chris Choat ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: All extra-curricular student activities are required to maintain a social media site and communication tool to inform parents of important dates and details about RHS Strategy's Expected Result/Impact: Favorable survey data reflecting effective communication Staff Responsible for Monitoring: Head Coaches Fine arts directors RHS Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: RHS will continue its partnership with Special Olympics of Texas to maintain good standing as a Unified Champion School, which includes parental and community involvement partners. Strategy's Expected Result/Impact: Well-attended, well-planned Unified events for 23-24 Staff Responsible for Monitoring: Chris Choat Special Education department chairs Michelle King	Formative			Summative
	Nov	Jan	Mar	June
				
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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.


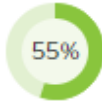








Performance Objective 1: Ensure operations are conducted in a financially efficient and effective manner.

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with Facility Services and the Energy & Sustainability Department to optimize building/campus energy use in an effort to align with the District's Energy Management Plan and lower overall energy consumption. Strategy's Expected Result/Impact: Lower energy usage as compared to prior years Staff Responsible for Monitoring: Facilities director - Jason Gunter	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus admin team, athletics, and fine arts will meet monthly to discuss operations and adjustments needed to ensure lower energy usage for RHS. Strategy's Expected Result/Impact: Lower energy consumption Staff Responsible for Monitoring: Jason Gunter Eric Miracle Kendrick Holloway Chris Bronson	Formative			Summative
	Nov	Jan	Mar	June
				
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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 2: Provide a safe, comfortable, and well-maintained environment at all campuses.


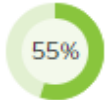








Evaluation Data Sources: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1 Details	Reviews			
Strategy 1: RHS will continue to work with district safety and security, custodial department, and grounds to ensure RHS students and staff are educated and accountable to all systems required at RHS Strategy's Expected Result/Impact: RHS will be a well-maintained campus that conducts all security drills to ensure a safe learning environment for all stakeholders each day. Staff Responsible for Monitoring: Jason Gunter, Chris Choat, and the RHS Admin team. ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RHS will add a member to the administrative team that focuses on Facilities, safety and security, and the overall environment at RHS with the goal of providing a safe, well-maintained campus. Strategy's Expected Result/Impact: Survey data that favors the physical environment of RHS and safety Staff Responsible for Monitoring: Jason Gunter ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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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 3: Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

Evaluation Data Sources: Expect a 95% or better positive response on the district climate survey. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey.

Strategy 1 Details	Reviews			
Strategy 1: RHS will provide educational opportunities during advisory to ensure all students are aware of cyber safety and responsible use of technology Strategy's Expected Result/Impact: Maintain a safe online learning environment for all students at RHS each day. Staff Responsible for Monitoring: Alison Reams, Lauren Hawkins, RHS staff. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: RHS will conduct monthly tech-tasting meetings to obtain feedback from students and staff about the infrastructure in place at RHS Strategy's Expected Result/Impact: Satisfactory feedback from students and staff and survey data that indicates favorable outcomes of campus systems. Staff Responsible for Monitoring: Chris Choat Lauren Hawkins ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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