Rockwall Independent School District

Rockwall High School

2023-2024 Improvement Plan

Mission Statement

Rockwall High School challenges all learners to become resilient self-advocates and collaborative problem solvers in order to develop a sense of community through global awareness.

Vision

We envision that our daily practices and policies will support our achievement of the school's mission by striving as a staff to:

- Foster positive relationships with all students and stakeholders
- Model and establish a culture where failure and risk are tools for success
- Set high academic expectations to enrich rigorous learning
- Promote a growth mindset in both students and staff
- Work together in collaborative teams
- Seek and implement high-impact strategies to meet the needs of all students

Value Statement

In order to achieve the shared vision of our school, Rockwall High School staff have made the following collective commitments.

1. Communicate with respect and understanding to all students and stakeholders.
2. Facilitate class discussion that promotes and affirms multiple perspectives.
3. Create a supportive environment that allows both teachers and students time to reflect and revise their academic practices.
4. Incorporate frequent opportunities for high level questioning and student led discussion in lesson design.
5. Implement meaningful formative assessments as a tool to monitor student's progress towards learning goals and provide timely feedback.

6.   Review formative and summative data, in weekly PLC meetings, to inform reteach and enrichment.

7.   Utilize a diverse set of instructional strategies to promote critical thinking for all learners.

8.   Engaging intentionally in staff development that aligns with our professional goals in order to advance our instructional practices.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Rockwall High School (RHS) has a tradition of excellence and community support. RHS seeks to challenge all learners to become resilient self-advocates and collaborative problem solvers in order to develop a sense of community through global awareness. We want our staff and students to foster positive relationships, take risks in order to achieve success, set high expectations, promote a growth mind-set, and actively participate in the school community. This year we will have four main areas of focus: Academic Excellence, Safety & security, Recruitment & Retention of quality staff, and Health and wellness.

At this time, our campus has the following needs:

- Continue to improve student achievement by utilizing the Fundamental 5 to increase student learning.
- Ensure all students earn a CCMR indicator by the time they graduate.
- Ensure our special populations are receiving quality instruction.
- Increase our Meets/Masters in all EOC tested areas.
- Incorporate intentionally planned student discourse.
- Increase the amount of intentional academic writing in all classrooms.
- Plan and execute closure of each lesson.

Demographics

Demographics Summary

Enrollment updated 9/30/2023-Active Enrollment in Data Management System-Skyward

Total Student Enrollment = 2891

9th Grade - 744

10th Grade - 712

11th Grade - 746

12th Grade - 689

Demographics as of 2021-2022: TAPR Report

First percentage is our campus and the 2nd is the state average.

African American 8.9% 12.8%

Hispanic 19.3% 52.8%

White 64.3% 26.3%

American Indian 0.6% 0.3%

Asian 2.6% 4.8%

Pacific Islander 0.3% 0.2%

TMR 4% 2.9%

Economically Disadvantaged 20% 60.7%

Bilingual/ELL 2.6% 21.7%

Special Education 7.5% 11.6%

Professional Staff as of 2021-2022: TAPR Report

Professional Staff: 185

Teachers: 165

Professional Support: 13

Campus administration: 7

Educational Aides: 16

Counselors: 7

Librarian: 1

Staff Demographics as of 2021-2022: TAPR Report

First percentage is our campus and the 2nd is the state average.

African American: 5.3%, 11.2%

Hispanic: 7.8%, 28.9%

White: 82.4%, 56.4%

Asian: 1.8%, 1.9%

Two or More Races: 2.4%, 1.2%

Male: 38.4%, 24.1%   Female: 61.6%, 75.9%

No Degree: 1.5%, 1.4%

Bachelors: 64.2%, 72.6%

Masters: 32.2%, 25.2%

Doctorate: 2.1%, 0.8%

Teachers Years of Experience

Beginning Teacher: 1.5%, 7.9%

1-5 Years of Experience: 28.5%, 26.7%

6-10 Years of Experience: 14.8%, 20.6%

11-20 Years of Experience: 36.9%, 28.6%

21-30 Years Experience: 16.4%, 13.2%

Over 30 Years of Experience: 1.8%, 2.9%

Demographics Strengths

The following are identified as demographic strengths:

1. All major races are represented in our student and staff population.

2. There are numerous student-led clubs that celebrate our student body.

3. Student population is growing in numbers and in diversity.

4. 55% of our teaching staff have over 10 years of experience.

Student Achievement

Student Achievement Summary

Rockwall High School is rated on the Texas Academic Performance Report on an annual basis. The 2022 Accountability Summary is as follows: <mark>(2023 Summary has not been released yet)</mark>

2022 School Report Card   2022 Federal Report Card

Overall Student Performance- Scaled Score 92%

Student Achievement Scaled Score-94%

STAAR Performance Component Score- 67- scaled score 92%

College And Career & Military Ready- (CCMR) Component Score- 71 Scale Score-93%

Graduation Rate Component Score 100-Scale Score-100%

School Progress- 88%

Academic Growth Component Score- 78 Scaled Score 88%

Relative Performance Closing the Gaps (Eco Dis 20%) Component Score 86- Scaled Score 86%

Student Achievement Strengths

RHS when compared to other campuses similar to us ranks in the **TOP** half of our comparable group of 40 schools in the following areas:

Attendance Rate; EOC US History Performance; AP ELA and Math Participation; AP Science Performance; SAT/ACT Participation; SAT Performance in Math; ACT Performance in Math; Postsecondary Readiness; 4-year Longitudinal Graduation Rate; College Ready Graduates; Advanced/Dual Enrollment Completion in Math

RHS received a distinction in Top 25% comparative academic growth.

US Weekly rated RHS #210 in the state and #2036 in the nation for best high school, with an overall score of 88.48. US Weekly Best High Schools

School Culture and Climate

School Culture and Climate Summary

The staff and students when surveyed on the school climate respond that RHS is a great place to learn. School spirit is high and both students and staff take pride in our school and our academic and athletic teams. Various initiatives were incorporated to increase student and staff morale that include:

Staff Morale Initiatives:

Teacher of the Month (HIVE- HIghly Intentional Valued Educator)

Teacher of the Year Observations

Rockwall High School-focusing on the Fundamental 5-Foundational best teaching practices.

Pies & Pies-STUCO during lunches along with other food-related prizes

PTO and Administrative team hosted Teacher Appreciate Week

Jeans for PTO participation

Student Morale:

Peprallies

Jacket Feast-Spring

Theme Days-

Senior activities (Senior sunrise, paint the parking lot, senior picnic)

Homecoming and Prom events

College Commitment Ceremony

Academic Excellence Celebration

School Culture and Climate Strengths

Students and staff are proud to be at RHS. There are multiple opportunities for students to connect with other students who share their same interests.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: We will foster academic excellence and success for all students.

Performance Objective 1: Our overall campus EOC scores will increase in approaches, meets, and masters by 5% as measured on the state assessment.

High Priority

HB3 Goal

Evaluation Data Sources: CCA and EOC results

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize the Fundamental 5 to ensure all students are mastering the TEKS	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will gain a deeper understanding of the TEKS as displayed on formative and summative assessments.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, administrators, district representatives				

Strategy 2 Details	Reviews			
Strategy 2: PLC's will utilize the district developed data dig template or an administratively approved template to desegregate data	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be able to identify which students are progressing in the content and which are not. Teachers will be able to identify if a re-teach is necessary and how to group students for small group interventions.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrative team, teachers, PLC teams, instructional leadership team **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
Strategy 3: RHS will develop a process for addressing the needs of students who are identified to participate in HB1416.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students who are retesting on EOC will show growth and/or approaches/meets/masters on the December retest.	**Dec**	**Feb**	**Apr**	**June**

Staff Responsible for Monitoring: Assistant principal over special education, testing coordinator, associate principal of C&I, teachers

Targeted Support Strategy - Additional Targeted Support Strategy

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: We will foster academic excellence and success for all students.

Performance Objective 2: EB students will improve by at least one level on TELPAS

    HB3 Goal

    Evaluation Data Sources: TELEPAS

Strategy 1 Details	Reviews			
Strategy 1: Incorporate the English Language Proficiency Standards (ELPS) within our lesson plans	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student learning and growth on TELPAS	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration, PLC's, teachers, EB coordinator				
Targeted Support Strategy - Additional Targeted Support Strategy				

Strategy 2 Details	Reviews			
Strategy 2: Incorporate anchor charts and sentence stems	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student learning	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration, teachers				

Strategy 3 Details	Reviews			
Strategy 3: All EB students will be placed in an ELA course with a certified ESL teacher.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Deeper understanding of academic language	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teacher, EB coordinator				

Strategy 4 Details	Reviews			
Strategy 4: Provide professional development on the ELPS and how to incorporate them into the classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student success	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: ESL Coordinator				
Targeted Support Strategy - Additional Targeted Support Strategy				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue		

Goal 1: We will foster academic excellence and success for all students.

Performance Objective 3: All students will be college career military ready (CCMR) by their senior year in high school.

   High Priority

   Evaluation Data Sources: SAT, ACT, TSIA, AP scores, Dual Credit, College bridge, IB, On Ramps, Industry based certificate, commitment to join the armed services

Strategy 1 Details	Reviews			
Strategy 1: Counselors will incorporate CCMR indicator on student meeting sheet and track students as they complete an indicator.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase in CCMR ready students
   Staff Responsible for Monitoring: Counselors
 	
   Targeted Support Strategy
	Dec	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Identify seniors that currently do not have the CCMR indicator and develop a plan for them to earn it prior to graduation in 2024	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase in CCMR percentage on school rating
   Staff Responsible for Monitoring: Administration, counselors, district representatives, teachers
 	
   Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
	Dec	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Create a system that focuses on CCMR prior to the students senior year	**Formative**			**Summative**

Strategy's Expected Result/Impact: 100% Senior CCMR
   Staff Responsible for Monitoring: District personnel, administration, counselors, SPED department head.
 	
   Targeted Support Strategy
	Dec	**Feb**	**Apr**	**June**

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: We will foster academic excellence and success for all students.

Performance Objective 4: Increase the number of students in advanced level courses by 5%

    Evaluation Data Sources: AP potential report

Strategy 1 Details		Reviews		
Strategy 1: Identify potential students based on the AP potential report and enroll them into advanced level classes.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase in diversity of our upper level courses	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors and testing coordinator.				

Strategy 2 Details		Reviews		
Strategy 2: Identify minority students and enroll them into advanced courses		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase diversity in our upper level courses.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors, AP coordinator, teachers				
Targeted Support Strategy				

Strategy 3 Details		Reviews		
Strategy 3: Celebrate academic achievement		**Formative**		**Summative**
Strategy's Expected Result/Impact: Recruit more students	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, counselors, Admin				

Strategy 4 Details		Reviews		
Strategy 4: Train counselors on the IB profile to help identify potential students.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase in IB participation numbers.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: IB coordinator, counselors.				
Targeted Support Strategy				

Strategy 5 Details		Reviews		
Strategy 5: Create a method for teachers to help identify students that could perform well in an advanced level course.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase percentage of student in higher level courses.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Associate principal				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: We will foster academic excellence and success for all students.

Performance Objective 5: Maintain and overall failure rate of 15% or below campus-wide

    Evaluation Data Sources: Skyward

Strategy 1 Details				Reviews			
Strategy 1: RHS will provide tutorial opportunities for students to re-teach and re-test				**Formative**			**Summative**
Strategy's Expected Result/Impact: Lower failure rates				**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: teachers							
Strategy 2 Details				Reviews			
Strategy 2: Teachers will increase the amount of student discourse and student writing by 5%				**Formative**			**Summative**
Strategy's Expected Result/Impact: Lower failure rates				**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, administrations, PLC's							
Strategy 3 Details				Reviews			
Strategy 3: Teachers will use PLC time to plan for guided questioning and closure.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Lower failure rates and deeper understanding.				**Dec**	**Feb**	**Apr**	**June**
0% No Progress		100% Accomplished		Continue/Modify		✗ Discontinue	

Goal 1: We will foster academic excellence and success for all students.

Performance Objective 6: All freshman will receive 6 or more credits their freshman year.

    Evaluation Data Sources: Course grades, and attendance

Strategy 1 Details			Reviews			
Strategy 1: Hold a freshman meeting with parents at the beginning of the year to go over the importance of earning credits.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Overall increase in understanding of a credit and what it means **Staff Responsible for Monitoring:** Principal			**Dec**	**Feb**	**Apr**	**June**
Strategy 2 Details			**Reviews**			
Strategy 2: Utilize the MTSS process, truancy, and credit restoration process for any student not on track to earn 6 credits their freshman year due to attendance and/or grades.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Student successfully earning their credits			**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration, counselors, teachers, 504 coordinator, MTSS coordinator, SPED department head. **Targeted Support Strategy - Additional Targeted Support Strategy**						

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: We will foster academic excellence and success for all students.

Performance Objective 7: Special education students will show growth on the EOC by 3% and will have a decrease in failure rate by 3%.

High Priority

HB3 Goal

Evaluation Data Sources: State Assessment

Strategy 1 Details		Reviews			
Strategy 1: Monitor course failures among SPED students		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in success rate for SPED students **Staff Responsible for Monitoring:** Case managers, SPED department head, classroom teacher. **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**		**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Co-teachers will attend content level PLC's at least 90% of the time to assist with accommodations.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student understanding. **Staff Responsible for Monitoring:** SPED teachers, general education teachers, PLC's **Targeted Support Strategy**		**Dec**	**Feb**	**Apr**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Case managers will monitor their students to verify IEP's are effective and teachers are accommodating.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in success rate of SPED students **Staff Responsible for Monitoring:** Case managers **Targeted Support Strategy - Additional Targeted Support Strategy**		**Dec**	**Feb**	**Apr**	**June**

Strategy 4 Details		Reviews			
Strategy 4: Hold a staffing for any SPED student failing multiple courses.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Higher passing rate. **Staff Responsible for Monitoring:** Case managers, teachers, administrator		**Dec**	**Feb**	**Apr**	**June**

Targeted Support Strategy - Additional Targeted Support Strategy				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: We will ensure a safe and secure environment for our staff and students.

Performance Objective 1: We will ensure the physical safety of all students and staff

High Priority

Evaluation Data Sources: Gaggle alerts, anonymous tip line, safety binder

Strategy 1 Details	Reviews			
Strategy 1: All staff will be trained to use Raptor	**Formative**			**Summative**
Staff Responsible for Monitoring: RHS Admin	**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Security guards will be stationed at each of the main entrances and actively monitor the building. They will conduct door checks on a regular basis.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrator over safety and security				

Strategy 3 Details	Reviews			
Strategy 3: Students and staff will be required to wear their student ID at all times while in the building.	**Formative**			**Summative**
Staff Responsible for Monitoring: Staff	**Dec**	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: We will provide MERT, stop the bleed, CPI and safe school training. All required signage (Sex trafficking, 1st amendment, child abuse, and gun law) will be displayed in the building.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: We will conduct all mandatory drills to ensure our students and staff are proficient in each.	**Formative**			**Summative**
Staff Responsible for Monitoring: RHS administration	**Dec**	**Feb**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: All staff and students will utilize e-hallpass to ensure student safety	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in hallway traffic	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administration				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: We will ensure a safe and secure environment for our staff and students.

Performance Objective 2: We will ensure the emotional safety of all students and staff

   High Priority

   Evaluation Data Sources: Gaggle Alerts, anonymous tip line, counselor visits, AP visits

Strategy 1 Details				Reviews			
Strategy 1: We will develop SEL MTSS plans for students who demonstrate a need for extra support.				**Formative**			**Summative**
Staff Responsible for Monitoring: Counselors				Dec	Feb	Apr	June
Targeted Support Strategy							

Strategy 2 Details				Reviews			
Strategy 2: We will use restorative practices when disciplining students				**Formative**			**Summative**
Staff Responsible for Monitoring: Administration				Dec	Feb	Apr	June

Strategy 3 Details				Reviews			
Strategy 3: We will respond to the anonymous tip line and Gaggle reports in a timely manner and prioritize as needed.				**Formative**			**Summative**
Staff Responsible for Monitoring: Administration				Dec	Feb	Apr	June

Strategy 4 Details				Reviews			
Strategy 4: We will consult with campus SRO on a regular basis				**Formative**			**Summative**
Staff Responsible for Monitoring: Principal				Dec	Feb	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: We will retain our current teaching staff and recruit highly qualified teachers.

Performance Objective 1: Retain current staff

    Evaluation Data Sources: Contract renewal

Strategy 1 Details	Reviews			
Strategy 1: We will develop a teacher recognition program	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration	**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: We will identify a teacher of the year	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Dec**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: We will celebrate teachers during teacher appreciation week.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Dec**	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: We will provide useful professional development	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	**Dec**	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Provide ongoing incentives that recognize teachers who go above and beyond.	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration	**Dec**	**Feb**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities for teachers to collaborate with one another (PLC).	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration	**Dec**	**Feb**	**Apr**	**June**

Strategy 7 Details		Reviews			
Strategy 7: Provide support for teachers by being available and seeking their input when making decisions.		**Formative**			**Summative**
Staff Responsible for Monitoring: Administration.		**Dec**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: We will retain our current teaching staff and recruit highly qualified teachers.

Performance Objective 2: Recruit highly qualified teachers.

Strategy 1 Details	Reviews			
Strategy 1: Host job fairs and provide campus tours	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	Dec	Feb	Apr	June
Strategy 2 Details	**Reviews**			
Strategy 2: Provide all new teachers to the profession and to the campus a mentor teacher	**Formative**			**Summative**
Staff Responsible for Monitoring: District and campus administration	Dec	Feb	Apr	June
Strategy 3 Details	**Reviews**			
Strategy 3: Provide monthly check-ins to support new staff.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal.	Dec	Feb	Apr	June
Strategy 4 Details	**Reviews**			
Strategy 4: Design eye catching recruitment materials and advertise job openings on social media	**Formative**			**Summative**
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: We will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and other school based activities.

Performance Objective 1: Promote nutritional messages and share educational information to promote a health lifestyle.

Strategy 1 Details		Reviews			
Strategy 1: Encourage student wellness by providing health and physical activity courses in the master schedule.		**Formative**			**Summative**
		Dec	Feb	Apr	June
Strategy 2 Details		**Reviews**			
Strategy 2: Encourage employee wellness by having at least one staff member assigned to the Rock Solid Wellness team and encouraging campus-wide participation in district and campus wellness events.		**Formative**			**Summative**
Staff Responsible for Monitoring: Principal		Dec	Feb	Apr	June
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

RDA Strategies

Goal	Objective	Strategy	Description
1	3	2	Identify seniors that currently do not have the CCMR indicator and develop a plan for them to earn it prior to graduation in 2024
1	7	1	Monitor course failures among SPED students

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	PLC's will utilize the district developed data dig template or an administratively approved template to desegregate data
1	1	3	RHS will develop a process for addressing the needs of students who are identified to participate in HB1416.
1	2	1	Incorporate the English Language Proficiency Standards (ELPS) within our lesson plans
1	2	4	Provide professional development on the ELPS and how to incorporate them into the classroom.
1	3	1	Counselors will incorporate CCMR indicator on student meeting sheet and track students as they complete an indicator.
1	3	2	Identify seniors that currently do not have the CCMR indicator and develop a plan for them to earn it prior to graduation in 2024
1	3	3	Create a system that focuses on CCMR prior to the students senior year
1	4	2	Identify minority students and enroll them into advanced courses
1	4	4	Train counselors on the IB profile to help identify potential students.
1	6	2	Utilize the MTSS process, truancy, and credit restoration process for any student not on track to earn 6 credits their freshman year due to attendance and/or grades.
1	7	1	Monitor course failures among SPED students
1	7	2	Co-teachers will attend content level PLC's at least 90% of the time to assist with accommodations.
1	7	3	Case managers will monitor their students to verify IEP's are effective and teachers are accommodating.
1	7	4	Hold a staffing for any SPED student failing multiple courses.
2	2	1	We will develop SEL MTSS plans for students who demonstrate a need for extra support.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	PLC's will utilize the district developed data dig template or an administratively approved template to desegregate data
1	1	3	RHS will develop a process for addressing the needs of students who are identified to participate in HB1416.
1	2	1	Incorporate the English Language Proficiency Standards (ELPS) within our lesson plans
1	2	4	Provide professional development on the ELPS and how to incorporate them into the classroom.
1	3	2	Identify seniors that currently do not have the CCMR indicator and develop a plan for them to earn it prior to graduation in 2024
1	6	2	Utilize the MTSS process, truancy, and credit restoration process for any student not on track to earn 6 credits their freshman year due to attendance and/or grades.
1	7	1	Monitor course failures among SPED students
1	7	3	Case managers will monitor their students to verify IEP's are effective and teachers are accommodating.
1	7	4	Hold a staffing for any SPED student failing multiple courses.