

# **Rice Independent School District**

## **District Improvement Plan**

### **2023-2024**



**Board Approval Date:** October 18, 2023  
**Public Presentation Date:** October 18, 2023

# Mission Statement

The mission of Rice ISD will always be for the betterment of our students. Our mission is to welcome each child with open arms and to assist them in their achievements. Among those achievements, each student will learn respect, integrity, and pride to carry within them throughout their lives.

## Vision

The vision of Rice ISD is to provide a safe, caring, and academically stimulating environment for all students. Our district is one that meets the needs of our students and provides them with the skills and knowledge they will need to lead productive and responsible lives. Our district is where everyone is welcomed; one where we work, learn and achieve together. Our district is one that is proud to be a place of excellence where children, parents, and staff know they make a difference. Rice ISD is dedicated to providing the highest quality education delivered with warmth, friendliness, pride and Bulldog spirit.

## Motto

**WE ARE RICE!**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Rice is a rural community located in Navarro County, located on I45 south of Dallas, halfway between Ennis and Corsicana. Most students live 2 or more miles from school and most students ride the bus. Rice ISD is a PK-12 district consisting of around 1000 students housed on 3 campuses: one elementary campus for grades PK-4, an intermediate middle school for grades 5-8, and one 3A high school for grades 9-12. The elementary school and the IMS are both Title I campuses. The Title I status was previously determined by the number of children eligible for free and reduced price lunches, but it is now determined by Community Eligibility under the National School Lunch Program (see the attached CEP notice for the 22-23 school year).

Rice ISD is growing exponentially, adding more than 150 students since the 2018-2019 school year. The district is diverse (Hispanic-69.9%, White-26.3%, African American-2.1%, Two or more races-1.9%, Asian-1.5%) and based in a low income area with 66.5% of our students coming from economically disadvantaged homes. Many of our students come from primarily Spanish speaking homes. Eighteen percent of our students are Emergent Bilingual students and 9.8% are served through special education. Average class size is under 20 students. According to the most recent census, many of our community members have a high school diploma or less education. Many of our Pre-kindergarten and kindergarten students come to school with very little exposure to basic academic concepts and inadequate social skills. For this reason, many of our early elementary students are not on grade level at the end of each year.

The district employs around 140 staff members which are broken down into teachers (55%), paraprofessionals (14%), campus level support staff (9%), district operations (9%), district level support staff (6%), campus level administration (4%), and district level administration (3%). Beginning the 2022-2023 school year, there are openings on each campus due to the nation-wide teacher crisis. Retention rates are dipping across the country. Evidence of professional growth can be seen by the number of promotions within the district. Since being fully approved for the Teacher Incentive Allotment, 20 teachers have received designations (12-Recognized, 6-Exemplary, 2-Master). The number of Spanish-speaking employees has grown dramatically over the past several years.

Four year graduation rates and attendance have dropped since COVID while discipline incidents have become more severe and frequent. The district is actively working to counteract this by hiring a full time Social-Emotional Counselor and an additional police officer so each campus has a full-time officer on staff.

### Demographics Strengths

The district is in a growing community that is culturally diverse and supportive of the school. Students are resilient and experience success despite difficult circumstances outside of school. Staff members value building relationships, professional development, and take on shared ownership and leadership roles within the district.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Students lack successful and positive role models that are culturally diverse and easy for them to relate to. **Root Cause:** Our teacher demographics are not representative of our student population.

**Problem Statement 2 (Prioritized):** Recruiting and retaining teachers is a challenge for Rice ISD because of our location. **Root Cause:** Our neighboring school districts recruit our teachers and are highly successful in getting 2nd and 3rd year teachers because our salary is \$10,000 a year lower than what our neighbors pay.

**Problem Statement 3 (Prioritized):** Many of our early elementary students are not on grade level at the end of each year. **Root Cause:** Many of our Pre-kindergarten and kindergarten students come to school with very little exposure to basic academic concepts and inadequate social skills.

# Student Learning

## Student Learning Summary

In 2022-2023 the Assessment and Accountability system in Texas was completely overhauled. The STAAR 2.0 test was administered completely online, featured interactive questions that are more difficult than previous multiple choice questions, and included writing components on almost every test at every grade level. All students in grades 3-11 were expected to accurately type written responses on the computer for the first time in assessment history. As of October 2023, the new accountability system for the state of Texas is still under review. Campus and district scores have not been released. From STAAR data, we know that our students performed well despite the significant change in assessment. At the approaches level, Rice ISD performed better than the state on fifteen out of twenty tests. At the Meets level, Rice ISD performed better than the state in twelve out of twenty tests. Due to the increased difficulty of the test, numbers in the Masters level dropped in most areas. An area of focus moving forward is to increase the number of students passing the STAAR at the Meets and Masters level. Students being demotivated or apathetic and frequently absent is a major concern of teachers at all levels.

TELPAS scores also showed significant growth of students with more students receiving Advanced and/or Advanced High composite ratings in ten out of twelve grade levels. Since the TELPAS changed to include students recording themselves and speaking responses being graded electronically, speaking scores have been a concern across the state. This was our lowest rated category in 2023 with zero students receiving advanced high ratings in 50% of the grade levels.

Graduation rate remains steady at 97% with a high number of graduates completing College, Career, & Military readiness indicators. Many students meet this criteria through a combination of math and reading scores on various college placement exams and/or achieving an industry-based certification through one of our Career & Technology pathways at the high school. More than one third of students who completed an Advanced Placement Course qualified for college credit through their AP exam, and two students were awarded the National Hispanic Recognition Award for their high GPA and performance on the PSAT/NMSQT exam. The high school was also named in the top 40% of schools in the nation based on student achievement data, ranking at #463 in the state of Texas.

## Student Learning Strengths

Although the assessment and accountability system has significantly changed, our schools are consistently out-performing similar schools. Data shows we need to work to increase the rigor in our classrooms to challenge our high achieving students. However, we will still providing support and intervention for students who need specific assistance to achieve academic goals.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Our subgroups are not meeting the targets established by the federal government. **Root Cause:** We need to challenge all learners by providing rigorous, on-level instruction, allowing students to productively struggle, and providing scaffolding/support only when truly necessary.

**Problem Statement 2 (Prioritized):** Administrators and teachers collect and analyze data to improve student performance, but students still struggle to meet some targets. **Root Cause:** Teachers struggle to provide targeted intervention for struggling learners at the same time as challenging high achieving students with rigorous activities and learning extensions.

# District Processes & Programs

## District Processes & Programs Summary

Safety and security is the number one priority of Rice ISD. Extensive safety procedures and protocol have been put in place and practiced by students and staff. This includes a heightened awareness and intentional focus on social emotional needs, relationship building, and restorative discipline practices by our teachers, administrators, and counseling staff.

Aside from student safety, curriculum and instruction is our focus. There are several key elements to our curriculum and instruction program:

- The professional growth and development of our staff is maintained through the evaluation and support systems T-PESS and T-TESS as well as yearly evaluations for all other staff. A well trained and supported staff is critical for student achievement. Practices for district professional development are outlined in the Rice ISD Professional Development Handbook which is attached as an addendum.
- Up-to-date resources, technology, instructional materials, and an understanding of the curriculum is necessary for student success. Curriculum coordinators, library staff, and the technology team support our teachers in this area including the maintenance and up keep of all one-to-one devices for students.
- Campus administrators and the Director of Assessment & Accountability monitor data and assessment to ensure effective instructional practices that result in student progress.
- The Executive Director of Student Services works with specialists, interventionists, teachers, paraprofessionals, and outside consultants to ensure our high needs students get the supports that are necessary for their success.

Campus and district leaders collaborate with stakeholders through committees, surveys, and meetings to make important decisions. Communication within the district and to the community is intentional. The district communicates through multiple channels including home visits, phone calls, email, Remind messaging, School Messenger, Parent and Student Portals, social media, and the school website. Additionally, articles containing important information or announcements are sent to local news outlets to be published.

Students have the opportunity to participate in a wide variety of activities including UIL sports and academic competitions, cheerleading, music and band, art competitions and shows, theatre, Future Farmers of America, National Honor Society and Junior National Honor Society, student leadership groups, class officers, yearbook publishing, Key Club, Spanish Club, Health Science Organization, field trips, dual credit and advanced placement courses, Gear Up opportunities, and more.

Events like the annual Veteran's Day program, Breakfast and Books, Literacy Night, Fine Arts Showcase, and others are outlined in our Family and Community Engagement Plan which is attached. Regular recognition of staff and student achievements through shout-outs, announcements, awards, celebrations, and opportunities to display their success and hard work is important to the positive family and relationship-centered culture at Rice ISD.

In Spring 2023, Rice ISD was awarded the LASO-Strong Foundations Planning grant to develop an instructional framework for the Reading/Language Arts department. This district-wide effort includes the training of and feedback from a committee to develop a research-based district document that outlines the vision, beliefs, and actions that Rice ISD stakeholders will take to ensure academic success for all students.

## District Processes & Programs Strengths

There has been a large effort to streamline and organize the processes and programs at Rice ISD. District leaders are working to develop and communicate systems that meet compliance requirements and support the success of all students and staff. The LASO-Strong Foundations Planning grant has provided the opportunity to train staff on important instructional practices and develop a framework to guide instruction within the district.

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Some district programs and processes are not implemented consistently or to fidelity. **Root Cause:** Continually changing legislation, new assessment and accountability systems, and staff turnover have made it difficult to consistently and effectively implement, monitor, and adjust all district systems.



# Perceptions

## Perceptions Summary

An understanding of the perception of all stakeholders including parents, students, and staff is gathered through surveys, interviews, and committee participation. Parent engagement and participation has historically been low in the district due to economic hardship and language barriers. Many of our families have limited transportation or work multiple jobs which makes it difficult to attend activities. This year, a regular newsletter will be sent home to parents, and the district will participate in city sponsored events in an attempt to reach more parents and community members. The elementary parent teacher organization continues to be active, with the majority of the officers being parents rather than staff members for the first time since before COVID. Staff feels supported, valued, and is grateful for the opportunities like TIA that reward them and incentivize them to continue to grow and improve. Students feel supported and develop meaningful relationships with staff members and campus administrators. Parents and community members speak highly of and support the school.

## Perceptions Strengths

The majority of our stakeholders feel heard, valued, and supported.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students would benefit from a strengthened relationship between home and school. **Root Cause:** Many parents struggle with language barriers, economic circumstances, and other experiences that hinder their involvement with the school.

# Priority Problem Statements

**Problem Statement 1:** Our subgroups are not meeting the targets established by the federal government.

**Root Cause 1:** We need to challenge all learners by providing rigorous, on-level instruction, allowing students to productively struggle, and providing scaffolding/support only when truly necessary.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Students lack successful and positive role models that are culturally diverse and easy for them to relate to.

**Root Cause 2:** Our teacher demographics are not representative of our student population.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Many of our early elementary students are not on grade level at the end of each year.

**Root Cause 3:** Many of our Pre-kindergarten and kindergarten students come to school with very little exposure to basic academic concepts and inadequate social skills.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Students would benefit from a strengthened relationship between home and school.

**Root Cause 4:** Many parents struggle with language barriers, economic circumstances, and other experiences that hinder their involvement with the school.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Recruiting and retaining teachers is a challenge for Rice ISD because of our location.

**Root Cause 5:** Our neighboring school districts recruit our teachers and are highly successful in getting 2nd and 3rd year teachers because our salary is \$10,000 a year lower than what our neighbors pay.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Administrators and teachers collect and analyze data to improve student performance, but students still struggle to meet some targets.

**Root Cause 6:** Teachers struggle to provide targeted intervention for struggling learners at the same time as challenging high achieving students with rigorous activities and learning extensions.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Some district programs and processes are not implemented consistently or to fidelity.

**Root Cause 7:** Continually changing legislation, new assessment and accountability systems, and staff turnover have made it difficult to consistently and effectively implement, monitor, and adjust all district systems.

**Problem Statement 7 Areas:** District Processes & Programs

# 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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- STEM and/or STEAM data
- Pregnancy and related services 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- T-TESS data
- T-P ESS data

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

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

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

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

# Goals

Revised/Approved: October 18, 2023

**Goal 1:** Student Achievement: All students will meet or exceed Federal, State and District student performance standards.





**Performance Objective 1:** Increase student performance on state and federal accountability measures in all three categories.

## HB3 Goal

**Evaluation Data Sources:** STAAR Assessment Reports, Local Assessments, Grade Reporting, TAPR, Accountability & Performance Reporting

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Track student performance for all accountability groups using assessment instruments (STAAR, EOC, SAT/ACT, TELPAS, & local assessments), IEPs, IAPs, 504 plans, LPAC plans and RtI. Plan and implement targeted interventions regularly through the Texas Instructional Leadership-Data Driven Instruction and Observation Feedback processes. [TEC11.252(a)(3)(A) & TEC11.255] <b>Strategy's Expected Result/Impact:</b> Increase in student growth and scores related to accountability <b>Staff Responsible for Monitoring:</b> Accountability coordinator, Curriculum Coordinators, Principals, and Teachers will monitor this weekly through the DDI process. <b>Problem Statements:</b> Student Learning 1, 2		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide supplemental services targeting at-risk students and those identified through regular data monitoring and Response to Intervention processes. These services include but are not limited to individualized and small group intervention for Emergent Bilingual students, students requiring accelerated instruction, reading intervention with Fountas & Pinnell, and dyslexia services according to student needs. [TEC11.252(a)(3)(A), TEC11.252(3)(B)(iv), TEC11.252(c)(3)(H), & TEC11.255] <b>Strategy's Expected Result/Impact:</b> Student's will show progress toward their academic goals. <b>Staff Responsible for Monitoring:</b> Teachers will monitor student performance daily. Concerns will be reported to principals, counselors, and interventionists as frequently as necessary. Regular special program meetings to review data are held on a regular basis (RTI-6 to 8 weeks, 504-annually, EB-each grading period) with the Director of Special Programs and/or campus diagnostician. [See attached Special Programs Reference Guide] <b>Problem Statements:</b> Student Learning 1 - District Processes & Programs 1 <b>Funding Sources:</b> Dyslexia testing materials and curriculum - 199 - State Compensatory Education (SCE)		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> Prekindergarten through 2nd grade teachers will collaborate regularly to vertically align curriculum and classroom expectations to ensure students are adequately prepared to enter the following grade which will ultimately prepare them for success on standardized assessments that begin in 3rd grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide Prekindergarten classes, Head Start, Bilingual education program, and PPCD classes to all eligible students on school campuses to ensure preparation and facilitate the transition to elementary classes. Students will begin kindergarten at or near grade-level.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers monitor student progress daily, and meet with principals and Accountability Coordinator weekly to discuss data driven interventions. The Director of Special Programs, Principals, Special Education Teachers, and Classroom teachers regularly collaborate to identify and assist students struggling to successfully transition into school.</p> <p><b>Problem Statements:</b> Demographics 3</p> <p><b>Funding Sources:</b> Pre-K curriculum and materials for students - 429 - HQ Pre-Kindergarten, Special Education Services and supplies - 199 - State Special Education (SpEd)</p>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
<p><b>Strategy 4:</b> Utilize the recently added positions including interventionists, social emotional counselor, and Spanish teacher to reduce class sizes and provide intensive instruction and support to our struggling students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased achievement for all students and teacher retention resulting from smaller class sizes and more highly qualified and effective support within and outside of the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent will develop job descriptions for these new positions upon their creation. Principals and counselors will collaborate to determine the best use of new positions in the master schedule.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability - Equity Plan</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>		Formative			Summative
		Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Rice ISD will provide technology infrastructure, tools, and solutions to meet the needs of our students and to maximize learning for all students. This includes a 1-1 device to student ratio with an infrastructure to support the technology needs of the students and interactive TVs in all core content classrooms throughout the district. [See attached device agreement.]  <b>Strategy's Expected Result/Impact:</b> Students will be familiar with instructional technology and how to use digital resources which offer a more differentiated and individualized learning experience. Teachers will have the resources they need to effectively provide instruction during the digital age which will increase job satisfaction and retention rates.  <b>Staff Responsible for Monitoring:</b> In collaboration with the technology team at weekly meetings, the superintendent will oversee this strategy. Campus principals will discuss technology and other resource needs with staff members as the need arises.  <b>Title I:</b> 2.6 <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> - 211 - Title I, Part A, - 270 - RSLIP	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Staff will work together to identify at risk students through data collection and consistent monitoring over time. Registrars and counselors will compile new student records and paperwork promptly so that appropriate assessments can be giving and placement decisions can be made. For already enrolled students, proper implementation of the MTSS/RtI system will provide data that informs decision making regarding student services. Partnerships with the ESC and Bi-County Special Education Cooperative provide guidance on Migrant and Special Education services. [See attached agreements and Special Programs Guide]  <b>Strategy's Expected Result/Impact:</b> Student needs will be identified quickly in order to assist them in making progress  <b>Staff Responsible for Monitoring:</b> Special Programs Director meets with appropriate staff regarding all new students. Meetings regarding special program students are held on a regular schedule outlined in the guide.  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 3:</b> Many of our early elementary students are not on grade level at the end of each year. <b>Root Cause:</b> Many of our Pre-kindergarten and kindergarten students come to school with very little exposure to basic academic concepts and inadequate social skills.



### Student Learning

**Problem Statement 1:** Our subgroups are not meeting the targets established by the federal government. **Root Cause:** We need to challenge all learners by providing rigorous, on-level instruction, allowing students to productively struggle, and providing scaffolding/support only when truly necessary.

**Problem Statement 2:** Administrators and teachers collect and analyze data to improve student performance, but students still struggle to meet some targets. **Root Cause:** Teachers struggle to provide targeted intervention for struggling learners at the same time as challenging high achieving students with rigorous activities and learning extensions.





### District Processes & Programs

**Problem Statement 1:** Some district programs and processes are not implemented consistently or to fidelity. **Root Cause:** Continually changing legislation, new assessment and accountability systems, and staff turnover have made it difficult to consistently and effectively implement, monitor, and adjust all district systems.

**Goal 1: Student Achievement:** All students will meet or exceed Federal, State and District student performance standards.

**Performance Objective 2:** Implement a guaranteed and viable curriculum in grades PK-12 in the following subject areas: language arts, math, social studies, and science.

**Evaluation Data Sources:** District curriculum documents (TEKS Resource System), assessments, STAAR Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the vertical and horizontal curriculum alignment process within TEKS Resource System for all core subjects in grades K-12 through intentional professional development and teacher support. <b>Strategy's Expected Result/Impact:</b> Aligned core curriculum through the district and teacher professional growth which will result in retention of high quality and effective teachers. <b>Staff Responsible for Monitoring:</b> Campus leadership meets regularly to determine the training needs of staff members. Curriculum Coordinators meet with teachers as needed to develop their capacity to plan. Regular feedback following the Observation Feedback protocol, Data-Driven Instruction meetings, and content meetings provide an opportunity for teachers to improve planning and instruction.  <b>Equity Plan</b> <b>Problem Statements:</b> Student Learning 2 - District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teachers with a research-based instructional framework supported by adequate resources, professional development, planning time, monitoring, and feedback through the Strong Foundations Planning grant. <b>Strategy's Expected Result/Impact:</b> This grant will ensure teachers are provided with TEKS aligned, research-based instructional resources and strategies along with streamlined, efficient, and effective district processes regarding curriculum and instruction. <b>Staff Responsible for Monitoring:</b> Strong foundation leadership team meets weekly; Committee meets monthly.  <b>Title I:</b> 2.4, 2.5 <b>- Results Driven Accountability - Equity Plan</b> <b>Problem Statements:</b> Demographics 3 - Student Learning 2 - District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**

### Demographics

**Problem Statement 3:** Many of our early elementary students are not on grade level at the end of each year. **Root Cause:** Many of our Pre-kindergarten and kindergarten students come to school with very little exposure to basic academic concepts and inadequate social skills.

### Student Learning

**Problem Statement 2:** Administrators and teachers collect and analyze data to improve student performance, but students still struggle to meet some targets. **Root Cause:** Teachers struggle to provide targeted intervention for struggling learners at the same time as challenging high achieving students with rigorous activities and learning extensions.

### District Processes & Programs

**Problem Statement 1:** Some district programs and processes are not implemented consistently or to fidelity. **Root Cause:** Continually changing legislation, new assessment and accountability systems, and staff turnover have made it difficult to consistently and effectively implement, monitor, and adjust all district systems.





**Goal 1: Student Achievement:** All students will meet or exceed Federal, State and District student performance standards.

**Performance Objective 3:** Assist all students and families in developing knowledge, skills, and competencies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education or the workforce. [Sec 1112(b)(10)]. [See attached academic handbook]

**Evaluation Data Sources:** AP Exams, TAPR, ACT & SAT Reports, Parent Universities and informational nights

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify resources for students & parents regarding high-level achievement criteria for the state testing program, Advanced Placement, National Merit Scholars, College Entrance and CTE Certifications.[TEC 11.252(3)(G) & TEC 11.252(c)(4)(A-D)] [See attached academic handbook and Rice College Readiness Guide]  <b>Strategy's Expected Result/Impact:</b> Number of students achieving high-level results, earning scholarships, being accepted to college, and number of CTE Certifications earned will contribute to CCMR scores, designation distinctions, and graduation rates.  <b>Staff Responsible for Monitoring:</b> High school academic counselor, CTE Director, Principal, and Director of Assessment & Accountability to review resources and opportunities in these areas.  <b>Title I:</b> 4.2 <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase secondary student participation and performance in college preparatory work, such as Honors, AP and Dual Credit courses. [TEC 11.252(3)(G) & TEC 11.252(c)(4)(A-D)]  <b>Strategy's Expected Result/Impact:</b> Course enrollment numbers and performance on college readiness exams will increase  <b>Staff Responsible for Monitoring:</b> Counselors and Principal will collaborate annually on registration processes and enrollment in advanced coursework. Director of Assessment & Accountability, Curriculum Coordinators, Principals, and teachers will review student performance data on campus professional development days and in Data Driven Instruction meetings.  <b>Title I:</b> 2.5 <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Payment for Student Tests - 199 - State High School Education (HS Allotment)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hold parent meetings for junior high and high school parents and students to inform them of course offerings including advanced courses, CTE &amp; Career Pathways, special program services &amp; criteria, including the option for junior high students to earn high school Spanish or CTE credit. [TEC 11.252(3)(G) &amp; TEC 11.252(c)(4)(A-D)]</p> <p><b>Strategy's Expected Result/Impact:</b> To guide students to choose the correct course offerings based on their interest which will result in less schedule changes [See attached Academic Handbook]</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and principals will hold these meetings annually during spring course registration. Counselors will meet with students throughout the year to ensure they are making proper course selections for meet their future goals.</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Food and drinks for parent meetings and paper for handouts - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide information and opportunities to secondary students, teachers, &amp; parents concerning higher education admission requirements &amp; procedures, financial aid &amp; scholarship opportunities with reminders throughout the year including college and career fairs, college visits, and guest speakers. [TEC 11.252(3)(G) &amp; TEC 11.252(c)(4)(A-D)]</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students entering college or university as well as applying for and earning scholarships</p> <p><b>Staff Responsible for Monitoring:</b> Counselors and principals will hold these meetings annually during spring course registration. Counselors will meet with students throughout the year to ensure they are taking steps to meet their future goals. Teachers will collaborate with counselors for weekly classroom visits during the spring.</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Copies of documents - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Schedule Family Engagement activities for all elementary campuses focused on academic achievement to promote a strong home school connection. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement and understanding of how to best support their student's learning <b>Staff Responsible for Monitoring:</b> Campus leaders oversee these events.  <b>Title I:</b> 4.2 <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Snacks, academic games, and copy paper - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Continue to seek input from parents and students on career interests in order to provide CTE courses, pathways, certifications, and work-based learning experiences that prepare students for the postsecondary plans. [Sec 1112(b)(12)] <b>Strategy's Expected Result/Impact:</b> Students will be introduced to industry professionals, experiential learning opportunities, and develop skills for in demand occupations and industries <b>Staff Responsible for Monitoring:</b> Counselor and CTE Director will coordinate with principals, teachers, and outside resources on at least once a year to develop a master schedule and work program that meets the needs of students.  <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Administrators and teachers collect and analyze data to improve student performance, but students still struggle to meet some targets. <b>Root Cause:</b> Teachers struggle to provide targeted intervention for struggling learners at the same time as challenging high achieving students with rigorous activities and learning extensions.
Perceptions
<b>Problem Statement 1:</b> Students would benefit from a strengthened relationship between home and school. <b>Root Cause:</b> Many parents struggle with language barriers, economic circumstances, and other experiences that hinder their involvement with the school.

**Goal 1: Student Achievement:** All students will meet or exceed Federal, State and District student performance standards.

**Performance Objective 4:** Campus principals will continue to receive training and collaborate with other district leaders in order to grow as instructional leaders on their campuses.

**Evaluation Data Sources:** T-PESS evaluations, teacher surveys, and assessment data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Participate in the Texas Instructional Leadership Program through Region 12, with a new focus on Observation Feedback while continuing the Data-Driven Instruction process at all campuses. As district instructional leaders grow in this program, they are able to provide more effective feedback to teachers on their campus. <b>Strategy's Expected Result/Impact:</b> Increase student achievement scores in unit and district assessment data; Provide support for principals and teachers so they feel like their work is effective and meaningful. <b>Staff Responsible for Monitoring:</b> Superintendent and principals meet regularly to discuss progress. Director of Assessment & Accountability oversees monthly coaching visits with principals meet with ESC 12 representative.  <b>Title I:</b> 2.4, 2.6 <b>- Equity Plan</b> <b>Problem Statements:</b> Student Learning 2 - District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Collaborate with site-based decision making committees to create innovative learning opportunities (such as field trips, library programs, character education, accelerated education opportunities, leadership groups and clubs, community service projects, dropout/attendance/credit recovery programs, etc.) to develop skills that will increase student achievement. <b>Strategy's Expected Result/Impact:</b> Overall increase in student achievement; Collaboration and shared ownership in student success. <b>Staff Responsible for Monitoring:</b> Principals will oversee site-based committees  <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 4 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Students lack successful and positive role models that are culturally diverse and easy for them to relate to. <b>Root Cause:</b> Our teacher demographics are not representative of our student population.
<b>Student Learning</b>
<b>Problem Statement 2:</b> Administrators and teachers collect and analyze data to improve student performance, but students still struggle to meet some targets. <b>Root Cause:</b> Teachers struggle to provide targeted intervention for struggling learners at the same time as challenging high achieving students with rigorous activities and learning extensions.
<b>District Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Some district programs and processes are not implemented consistently or to fidelity. <b>Root Cause:</b> Continually changing legislation, new assessment and accountability systems, and staff turnover have made it difficult to consistently and effectively implement, monitor, and adjust all district systems.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Students would benefit from a strengthened relationship between home and school. <b>Root Cause:</b> Many parents struggle with language barriers, economic circumstances, and other experiences that hinder their involvement with the school.







**Goal 2: Culture & Climate:** Maintain a safe, drug-free, vapor-free and orderly learning environment where student health and well being is valued by all stakeholders.

**Performance Objective 1:** Provide a behavior support system to enhance a positive learning environment while reducing drug & alcohol use, violations, and incidents of violence and disruptive behaviors.

**Evaluation Data Sources:** State PEIMS 425 Report, PBMAS Report Summative Evaluation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Crisis Prevention Intervention (CPI) certification to campus teams as needed. [TEC11.252(3)(B)(iii)] <b>Strategy's Expected Result/Impact:</b> Number of teachers trained Number of CPI Certificates issued Staff; Feeling of staff and student safety will improve retention. <b>Staff Responsible for Monitoring:</b> Campus Principals & Accountability Coordinator review training records annually or upon hire of uncertified staff. [See Professional Development Handbook]  <b>Equity Plan</b> <b>Problem Statements:</b> Demographics 2 - Perceptions 1 <b>Funding Sources:</b> Registration Fees - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide Discipline Management Training that includes prevention & education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. [TEC 11.252(3)(E), TEC 37.083(a) & TEC 37.0832] <b>Strategy's Expected Result/Impact:</b> Effective classroom management and campus discipline increase teacher job satisfaction and retention as well as student achievement. <b>Staff Responsible for Monitoring:</b> Director of Special Programs & Principals ensure these trainings are provided annually or more frequently if necessary. Accountability coordinator tracks attendance and certificates. [See Professional Development Handbook]  <b>Equity Plan</b> <b>Problem Statements:</b> Demographics 2 - Student Learning 1 <b>Funding Sources:</b> Registration Fee for courses - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Review, analyze, and update campus safety drill procedures. <b>Strategy's Expected Result/Impact:</b> Updated campus plans and procedures that ensure students and staff feel prepared in the event of an emergency. Campus safety improves campus culture which include teacher retention and student achievement. <b>Staff Responsible for Monitoring:</b> Executive Director of District Facilities consults with Police Chief weekly.  <b>Equity Plan</b> <b>Problem Statements:</b> Demographics 2 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide campus level training for suicide prevention, conflict resolution, dating violence, cybersecurity awareness, dropout reduction, violence resolution, and drug use as well as resources on these topics to parents. [TEC11.252(3)(B)(i), TEC11.252(3)(B)(ii) & TEC 37.0831] <b>Strategy's Expected Result/Impact:</b> Teachers feel prepared to handle these issues when they arise as well as a decrease in number of counseling referrals and number of referrals to outside agencies <b>Staff Responsible for Monitoring:</b> Director of Special Programs and counselors meet monthly to address these needs. Accountability coordinator tracks attendance and certificates. [See Professional Development Handbook]  <b>Equity Plan</b> <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide staff development for employees concerning awareness and reporting of sexual abuse and maltreatment of children. [TEC 38.0041(a) & TEC 11.252(c)(9)] <b>Strategy's Expected Result/Impact:</b> Increased knowledge of child abuse in order to identify and report in an effort to prevent continued abuse or dangerous behavior resulting from the abuse. <b>Staff Responsible for Monitoring:</b> Principals ensure training is provided annual and counselors train throughout the year as necessary. Accountability coordinator tracks attendance and certificates. [See Professional Development Guide]  <b>Problem Statements:</b> Demographics 1 - Perceptions 1 <b>Funding Sources:</b> Registration for courses - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Students lack successful and positive role models that are culturally diverse and easy for them to relate to. **Root Cause:** Our teacher demographics are not representative of our student population.

**Problem Statement 2:** Recruiting and retaining teachers is a challenge for Rice ISD because of our location. **Root Cause:** Our neighboring school districts recruit our teachers and are highly successful in getting 2nd and 3rd year teachers because our salary is \$10,000 a year lower than what our neighbors pay.

### Student Learning

**Problem Statement 1:** Our subgroups are not meeting the targets established by the federal government. **Root Cause:** We need to challenge all learners by providing rigorous, on-level instruction, allowing students to productively struggle, and providing scaffolding/support only when truly necessary.

### Perceptions

**Problem Statement 1:** Students would benefit from a strengthened relationship between home and school. **Root Cause:** Many parents struggle with language barriers, economic circumstances, and other experiences that hinder their involvement with the school.





**Goal 2: Culture & Climate:** Maintain a safe, drug-free, vapor-free and orderly learning environment where student health and well being is valued by all stakeholders.

**Performance Objective 2:**

Utilize our SEL counselor to help students within the district receive regular counseling to help manage their social/emotional well-being. This counselor will also provide support to our teachers and staff as needed.

**Evaluation Data Sources:** Calendar dates, appointments, emails, and teacher/parent surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue implementation of curriculum (including Rachel's Challenge) to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment including dating violence, bullying, being drug free, etc. <b>Strategy's Expected Result/Impact:</b> Improved climate and a safe environment conducive for learning which will increase teacher retention <b>Staff Responsible for Monitoring:</b> Executive Director of Student Services and campus principals  <b>Equity Plan</b> <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> District LSP will provide supports, strategies, and resources to parents, principals, counselors, and teachers to identify and meet the social emotional needs of the students as well as work with students to develop coping strategies to employ during difficult situations. <b>Strategy's Expected Result/Impact:</b> Students requiring services will be able to remain in the classrooms and receive services at regularly scheduled appointment times without interrupting their instructional minutes. <b>Staff Responsible for Monitoring:</b> Principals and counselor will discuss campus needs weekly and as emergencies arise.  <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> The SEL counselor will serve as a liaison for homeless families, children, and youth in accordance with local, state, and federal policy through the food pantry, clothing closet, school supplies, and special events like Christmas Angels or specific service projects. [See attached Homeless Policy] <b>Strategy's Expected Result/Impact:</b> Homeless students will have their basic needs met so they can achieve higher levels of academic success. <b>Staff Responsible for Monitoring:</b> SEL Counselor confers with Executive Director of Student Services on a monthly basis or as necessary regarding homeless student needs.  <b>Problem Statements:</b> Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 2 Problem Statements:





Demographics
<b>Problem Statement 1:</b> Students lack successful and positive role models that are culturally diverse and easy for them to relate to. <b>Root Cause:</b> Our teacher demographics are not representative of our student population.
Perceptions
<b>Problem Statement 1:</b> Students would benefit from a strengthened relationship between home and school. <b>Root Cause:</b> Many parents struggle with language barriers, economic circumstances, and other experiences that hinder their involvement with the school.

**Goal 3:** Actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.

**Performance Objective 1:** Increase student performance and quality of specialized services for all students through the recruitment and retention of highly qualified personnel and high quality professional development.

**High Priority**

**Evaluation Data Sources:** Increase the number of students achieving program standards, on-grade level performance and state assessment standards among all populations tested

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure all staff is provided opportunities for high-quality ongoing professional learning including the use of instructional technology. [TEC 11.252(3)(F) & TEC 11.252(a)(3)(D)] <b>Strategy's Expected Result/Impact:</b> Professional growth is an important factor in teacher retention <b>Staff Responsible for Monitoring:</b> Accountability Coordinator, Campus Principals, and Curriculum Coordinators to discuss the needs of teachers including professional development and other supports.  <b>Equity Plan</b> <b>Problem Statements:</b> Demographics 2 - District Processes & Programs 1 <b>Funding Sources:</b> Laptops and course fees as needed - 225 - Title II, Part A, TPTR	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide highly qualified staff the opportunity to attain GT certification through the initial 30 hours of training and 6 hour annual update thereafter for all GT teachers in order to assist in identifying and serving GT students. <b>Strategy's Expected Result/Impact:</b> Quality curriculum for our GT student population; Teacher ownership in a specialized program will provide opportunity for growth and leadership within the district. <b>Staff Responsible for Monitoring:</b> Executive Director of Student Services and Principals  <b>Title I:</b> 2.4 <b>- Equity Plan</b> <b>Problem Statements:</b> District Processes & Programs 1 <b>Funding Sources:</b> Registration course fees - 199 - State Gifted & Talented Education (G/T)	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 2:</b> Recruiting and retaining teachers is a challenge for Rice ISD because of our location. <b>Root Cause:</b> Our neighboring school districts recruit our teachers and are highly successful in getting 2nd and 3rd year teachers because our salary is \$10,000 a year lower than what our neighbors pay.
<b>District Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Some district programs and processes are not implemented consistently or to fidelity. <b>Root Cause:</b> Continually changing legislation, new assessment and accountability systems, and staff turnover have made it difficult to consistently and effectively implement, monitor, and adjust all district systems.

**Goal 3:** Actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.

**Performance Objective 2:** Develop active and consistent pipelines to recruit highly qualified personnel to work within the district.

**Evaluation Data Sources:** Interview notes, Employee applications, Staff demographics

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Partner with neighboring institutions through career fairs, speaking engagements, community involvement, and other opportunities to create a pipeline of highly qualified teachers from the surrounding area. <b>Strategy's Expected Result/Impact:</b> Increase the number of applicants for positions. <b>Staff Responsible for Monitoring:</b> District Administrators and Principals meet weekly to discuss staffing.  <b>Equity Plan</b> <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue the development of the grow your own program that allows students in the public service pathway to transition from being students in Rice ISD to substitutes, paraprofessionals, support personnel, or teachers in the district. <b>Strategy's Expected Result/Impact:</b> Increase the diversity among our staff to make it more representative of our community. Hire personnel with a vested interest in the community to increase retention. <b>Staff Responsible for Monitoring:</b> District Administrators and Principals meet weekly to discuss staffing.  <b>Equity Plan</b> <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide creative and unique incentives like the Teacher Incentive Allotment and four-day work week to attract candidates to apply to Rice ISD. <b>Strategy's Expected Result/Impact:</b> Increase the number of qualified applicants that apply each year <b>Staff Responsible for Monitoring:</b> Superintendent and other district administrators as assigned  <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**



## Demographics

**Problem Statement 2:** Recruiting and retaining teachers is a challenge for Rice ISD because of our location. **Root Cause:** Our neighboring school districts recruit our teachers and are highly successful in getting 2nd and 3rd year teachers because our salary is \$10,000 a year lower than what our neighbors pay.

## RDA Strategies

Goal	Objective	Strategy	Description
1	1	4	Utilize the recently added positions including interventionists, social emotional counselor, and Spanish teacher to reduce class sizes and provide intensive instruction and support to our struggling students.
1	2	2	Provide teachers with a research-based instructional framework supported by adequate resources, professional development, planning time, monitoring, and feedback through the Strong Foundations Planning grant.

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$910,747.00

**Total FTEs Funded by SCE:** 5

### Brief Description of SCE Services and/or Programs

These funds are spent on some teacher salaries and stipends because the retention of highly qualified and effective staff is an integral part of supporting at-risk students. The money spent on partnerships with service providers is to increase our knowledge and capacity of how to better serve at-risk students, and intervention supplies are purchased specifically to provide teachers with separate and unique material to use with students who are identified as needing specific interventions.

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
-	Classroom Teachers	1
-	Interventionists	1
-	Paraprofessionals	1
-	SEL Counselor	1
-	Executive Director of Student Services	1

# Title I

## 1.1: Comprehensive Needs Assessment

See the Comprehensive Needs Assessment Summary at the beginning of this document.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

All campus improvement plans developed within the district were done so with the input of stakeholders in accordance with policy [BQA\(LEGAL\)/BQA\(LOCAL\)](#). The committee met to review progress and needs assessment data for this plan 3 times during the 2022-2023 school year.

## 2.2: Regular monitoring and revision

This document is regularly monitored by district administrators during principal meetings, the District Educational Improvement Committee during meetings each semester and additional communication throughout the year, and is open to the public for feedback.

## 2.3: Available to parents and community in an understandable format and language

This document will be translated to Spanish and posted to the website.

## 2.4: Opportunities for all children to meet State standards

The goals, performance objectives, and strategies outlined in this plan ensure all students have the opportunity to meet state standards. This is the primary goal of all the objectives and strategies listed under Goal 1.

## 2.5: Increased learning time and well-rounded education

The goals, performance objectives, and strategies outlined in this plan ensure all students have increased learning time and a well-rounded education. This is the primary goal of all the objectives and strategies listed under Goal 1.

## 2.6: Address needs of all students, particularly at-risk

The goals, performance objectives, and strategies outlined in this plan address the needs of all students, particularly at risk. This is the primary goal of all the objectives and strategies listed under Goal 1 as well as responsibilities to be monitored by the counselors.

## 3.1: Annually evaluate the schoolwide plan

The plan is evaluated through a comprehensive needs assessment of the district each spring, revised each summer, and approved by the board each fall.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy is developed through a process in accordance with [EHBD\(LEGAL\)/EHBD\(LOCAL\)](#). Feedback is requested from all stakeholders. This plan is available to families on the website and is discussed each year at the Title I meetings. See attached policy.

## **4.2: Offer flexible number of parent involvement meetings**

Parents are invited to be involved a number of ways. This is outlined in the attached family and community engagement plan.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
-	Pre-Kindergarten Teacher	Early Childhood	100%
-	Curriculum Coordinator	Instructional Support	100%
-	Paraprofessional	Special Education	100%

# District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Food and drinks for parent meetings and paper for handouts		\$0.00
1	3	4	Copies of documents		\$0.00
2	1	5	Registration for courses		\$0.00
Sub-Total					\$0.00
199 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Dyslexia testing materials and curriculum		\$0.00
Sub-Total					\$0.00
199 - State High School Education (HS Allotment)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Payment for Student Tests		\$0.00
Sub-Total					\$0.00
199 - State Special Education (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Special Education Services and supplies		\$0.00
Sub-Total					\$0.00
199 - State Gifted & Talented Education (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Registration course fees		\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	3	5	Snacks, academic games, and copy paper		\$0.00
2	1	1	Registration Fees		\$0.00
2	1	2	Registration Fee for courses		\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
429 - HQ Pre-Kindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Pre-K curriculum and materials for students		\$0.00
Sub-Total					\$0.00
225 - Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Laptops and course fees as needed		\$0.00
Sub-Total					\$0.00
270 - RSLIP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
Sub-Total					\$0.00



# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Principals		Bethany French	10/16/2023
Child Abuse and Neglect	Social Emotional Counselor		Bethany French	10/16/2023
Coordinated Health Program	Lead Nurse		Bethany French	10/16/2023
Decision-Making and Planning Policy Evaluation	Superintendent/Principals		Bethany French	10/16/2023
Disciplinary Alternative Education Program (DAEP)	Superintendent/Principals		Bethany French	10/16/2023
Dropout Prevention	Principals/Counselors		Bethany French	10/16/2023
Dyslexia Treatment Program	Executive Director of Student Services		Bethany French	10/16/2023
Title I, Part C Migrant	Executive Director of Student Services		Bethany French	10/16/2023
Pregnancy Related Services	Social Emotional Counselor		Bethany French	10/16/2023
Post-Secondary Preparedness	Academic Counselor		Bethany French	10/16/2023
Recruiting Teachers and Paraprofessionals	Human Resources		Bethany French	10/16/2023
Student Welfare: Crisis Intervention Programs and Training	Social Emotional Counselor		Bethany French	10/16/2023
Student Welfare: Discipline/Conflict/Violence Management	Principals		Bethany French	10/16/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Police Chief		Bethany French	10/16/2023
Student Welfare: Homeless	Social Emotional Counselor		Bethany French	10/16/2023
Professional Development	Director of Assessment & Accountability		Bethany French	10/16/2023
Special Programs	Executive Director of Student Programs		Bethany French	10/16/2023
Technology Integration	Technology Director & Library Media Specialist		Bethany French	10/18/2023
Title I Documentation	Executive Director of Student Services		Bethany French	10/18/2023
Plans for Funding	Finance Director		Bethany French	10/17/2023

# Addendums

## Community Eligibility Provision (CEP)

The Rice Independent School District announced today it will operate the Community Eligibility Program (CEP) under the National School Lunch Program and School Breakfast Program for the 2023-2024 school year. Schools qualifying to operate CEP serve breakfast and lunch to all children at no charge and eliminate the collection of meal applications for free, reduced-price, and paid student meals. This approach reduces burdens for both families and school administrators and helps ensure that students receive nutritious meals.

For additional information please contact the following person:

Rice Independent School District  
Attention: Dr. Darla Harwell  
Director for Food and Nutrition  
1400 SW McKinney St.  
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