

**Rice Independent School District**  
**Rice Elementary School**  
**2023-2024 Campus Improvement Plan**



# 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

Rice Elementary School's vision is to provide a safe, caring, and academically stimulating environment for all students.

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# Comprehensive Needs Assessment

**Revised/Approved: August 8, 2023**

# Priority Problem Statements

**Problem Statement 1:** Our students did not grow in the areas of meets and masters on STAAR 2.0.

**Root Cause 1:** The instructional focus shifted to struggling students over the past few years.

**Problem Statement 1 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

**Problem Statement 2:** Staff needs support this year to ensure a smooth transition to the 4-day school week.

**Root Cause 2:** Meetings, ARDs, special events, and daily schedules have all changed.

**Problem Statement 2 Areas:** School Culture and Climate - Curriculum, Instruction, and Assessment - School Context and Organization - School Processes & Programs

**Problem Statement 4:** Students are showing an increasing amount of social-emotional issues.

**Root Cause 4:** The early and extended amount of unmonitored screen time outside of school and the exposure to adult problems in the home.

**Problem Statement 4 Areas:** Demographics - School Processes & Programs

**Problem Statement 5:** By 3rd grade, students must be able to type fluently.

**Root Cause 5:** Beginning in 3rd grade, students are expected to be able to type open-ended responses on the RLA STAAR 2.0.

**Problem Statement 5 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - Technology - Student Learning - School Processes & Programs

**Problem Statement 6:** We are working to build a bilingual program beginning with PK. We will be adding a grade each school year.

**Root Cause 6:** We have the amount of students with a language other than English in each grade level that requires a bilingual program.

**Problem Statement 6 Areas:** Demographics - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - School Context and Organization - Student Learning - School 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
- 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- 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.
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- 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
- T-TESS 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
- Other additional data

# Goals

**Goal 1:** EOY Circle test results will show growth among the PK students who are in the bilingual program.





**Performance Objective 1:** The percentage of PK students in the bilingual program who are on level in literacy in both Spanish and English will be at least 85% by the end of the year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CIRCLE testing

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The bilingual PK teacher will teach both English literacy and Spanish literacy, and the rest of the core subjects will be in English with Spanish support as needed. <b>Strategy's Expected Result/Impact:</b> 85% or more of the PK students in the bilingual program will be on level in literacy on the EOY CIRCLE assessment. <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal Bilingual Interventionist PK Director Student Services/Special Programs Director  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 2 - School Processes & Programs 6 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2 - School Context and Organization 2	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**



<b>Student Learning</b>
<b>Problem Statement 2:</b> We are working to build a bilingual program beginning with PK. We will be adding a grade each school year. <b>Root Cause:</b> We have the amount of students with a language other than English in each grade level that requires a bilingual program.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 6:</b> We are working to build a bilingual program beginning with PK. We will be adding a grade each school year. <b>Root Cause:</b> We have the amount of students with a language other than English in each grade level that requires a bilingual program.





**Goal 2:** Expectations of teachers outside of the classroom, such as required meetings and professional development, will be prioritized and managed to allow for focus on the instructional day during the 4-day week.

**Performance Objective 1:** Classroom teachers will spend less than 50% of their weekly conference times in meetings or PD activities in order to ensure ample planning and preparation for instruction during the 4-day school week.

**High Priority**

**Evaluation Data Sources:** Campus calendar

Strategy 1 Details		Reviews			
<p><b>Strategy 1:</b> RTI meetings, content meetings, and staff meetings will be held on each month's PD Monday. Paraprofessionals will have time in their schedule to assist teachers with copies and scanning student work samples for 504/RTI documentation. Teacher representatives at ARDs and 504 meetings will be rotated as allowable. DDI meetings will be scheduled on the same day each week and will not exceed more than 30 minutes of the conference time.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to use the majority of their weekly conference time to plan and prepare for high quality teaching.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal Instructional Coaches Accountability and Assessment Director Student Services/Special Programs Director</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Culture and Climate 1 - School Processes &amp; Programs 5 - Curriculum, Instruction, and Assessment 3 - School Context and Organization 1</p>		Formative			Summative
		Nov	Jan	Mar	June
		N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 5:</b> Staff needs support this year to ensure a smooth transition to the 4-day school week. <b>Root Cause:</b> Meetings, ARDs, special events, and daily schedules have all changed.

**Goal 3:** The percentage of third and fourth grade students who score meets on the Math and ELAR STAAR 2.0 in the Spring of 2024 will increase from 2023.

**Performance Objective 1:** The percentage of third and fourth grade students who score meets on the Math and ELAR Spring 2024 STAAR 2.0 will increase by at least 10%.

3rd grade reading-- from 55% to 65%  
3rd grade math-- from 40% to 50%

4th grade reading-- from 39% to 49%  
4th grade math-- from 39% to 49%

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** Unit tests  
Benchmarks

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Strong instructional practices will be reinforced through Data-Driven Instruction, quality Observation Feedback practices, T-TESS walk throughs, professional development opportunities throughout the year, and the use of research-based, high quality resources within the classroom.  <b>Strategy's Expected Result/Impact:</b> The percentage of students who receive a score of Meets on the 3rd and 4th grade RLA and math STAAR 2.0 will increase by 10% on the 2024 assessment. <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal Instructional Coaches Director of Assessment and Accountability  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1 - Student Learning 1 - School Processes & Programs 4 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

## Performance Objective 1 Problem Statements:





Student Learning
<b>Problem Statement 1:</b> Our students did not grow in the areas of meets and masters on STAAR 2.0. <b>Root Cause:</b> The instructional focus shifted to struggling students over the past few years.
School Processes & Programs
<b>Problem Statement 4:</b> Our students did not grow in the areas of meets and masters on STAAR 2.0. <b>Root Cause:</b> The instructional focus shifted to struggling students over the past few years.

**Goal 4:** Overall average student attendance at school for the 23-24 school year will improve from last year.

**Performance Objective 1:** Less than 10 percent of total students enrolled will require an attendance committee meeting at the end of the 23-24 school year.

**High Priority**

**Evaluation Data Sources:** Attendance reports from Ascender

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance will be addressed at BOY grade level parent meetings. Students will be awarded attendance incentives. Excessive absences and truancy issues will be monitored weekly and notices mailed home concerning negative attendance patterns.</p> <p><b>Strategy's Expected Result/Impact:</b> At least 90% of students will be in attendance at least 90% of the school year's instructional minutes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal Campus Attendance Clerk</p> <p><b>Title I:</b> 2.5, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Parent and Community Engagement 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





**Goal 5:** There will be a shift in organization at the campus's administrative level in order for the campus counselor to spend more time on students' social-emotional learning.

**Performance Objective 1:** The school counselor will spend at least 90% of her time counseling and teaching students lessons on how to address challenges they face in school and out.

**High Priority**

**Evaluation Data Sources:** Counselor's time-tracking spreadsheet  
Campus calendar

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The assistant principal will take over the RTI and 504 programs at the campus level. <b>Strategy's Expected Result/Impact:</b> The counselor will have more time to spend teaching SEL classes and counseling individuals and small groups. <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal Counselor Student Services/Special Programs Director  <b>Title I:</b> 2.5, 2.6 <b>Problem Statements:</b> Demographics 3 - School Processes & Programs 8	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**





School Processes & Programs
<b>Problem Statement 8:</b> Students are showing an increasing amount of social-emotional issues. <b>Root Cause:</b> The early and extended amount of unmonitored screen time outside of school and the exposure to adult problems in the home.

**Goal 6:** Second grade students will be introduced to typing practice in order ease the transition to typing constructed responses beginning in 3rd grade.

**Performance Objective 1:** Second grade students will have typing practice once a week during their 50 minute specials rotation in the 23-24 school year.

**High Priority**

**Evaluation Data Sources:** Campus master schedule  
Student roster for specials

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A class set of Chromebooks reserved for 2nd graders will be used for the typing program. They will do this during their library rotation once a week. <b>Strategy's Expected Result/Impact:</b> Students will have increased confidence and skills in typing by the beginning of 3rd grade. <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal Library paraprofessional Second grade teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2 - Student Learning 1, 3 - School Processes & Programs 4, 7 - Curriculum, Instruction, and Assessment 1, 4 - Technology 1	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Our students did not grow in the areas of meets and masters on STAAR 2.0. <b>Root Cause:</b> The instructional focus shifted to struggling students over the past few years.</p> <p><b>Problem Statement 3:</b> By 3rd grade, students must be able to type fluently. <b>Root Cause:</b> Beginning in 3rd grade, students are expected to be able to type open-ended responses on the RLA STAAR 2.0.</p>

### School Processes & Programs

**Problem Statement 4:** Our students did not grow in the areas of meets and masters on STAAR 2.0. **Root Cause:** The instructional focus shifted to struggling students over the past few years.

**Problem Statement 7:** By 3rd grade, students must be able to type fluently. **Root Cause:** Beginning in 3rd grade, students are expected to be able to type open-ended responses on the RLA STAAR 2.0.



# State Compensatory

## Budget for Rice Elementary School

**Total SCE Funds:** \$568,839.52

**Total FTEs Funded by SCE:** 3

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

These funds are used to address salaries, contracted services, intervention supplies and other additional operating costs that are targeted at creating small class sizes, individualized intervention, and providing unique instructional materials to use with students have identified intervention needs.

## Personnel for Rice Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
-	Classroom Teachers	1
-	Interventionists	1
-	Paraprofessionals	1

# Title I

## **1.1: Comprehensive Needs Assessment**

See the Comprehensive Needs Assessment Summary at the beginning of this document for detailed information. See District Improvement Plan for complete review of items required by Title I.

## **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Stakeholders participate in the campus needs assessment and give feedback on the campus plan.

## **2.2: Regular monitoring and revision**

This plan will be monitored during the year by stakeholders through CIP meetings and formative/summative checks.

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

This plan is available to all stakeholders.

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

This plan was developed with the success of all students in mind.

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

Every minute of the master schedule is dedicated to increasing rigorous instruction.

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

All subgroups are addressed in this plan.

## **3.1: Annually evaluate the schoolwide plan**

Stakeholders participate in the campus needs assessment and give feedback on the campus plan.

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

Both the campus and district have Parent and Family Engagement plans.

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

Parents are offered engagement activities throughout the school year as laid out in the parent and family engagement plan.

## **5.1: Determine which students will be served by following local policy**

Stakeholders participate in the campus needs assessment and give feedback on the campus plan.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
-	Paraprofessional	Instructional Support	1
-	Curriculum Coordinator	Instructional Support	1
-	Pre-Kindergarten Teacher	Instructional Support	1