

**Rice Independent School District**  
**Rice Intermediate Middle School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

Rice IMS is committed to fueling the DETERMINATION of students to achieve personal GROWTH through meaningful and diverse experiences. Students will gain confidence through focus on three core values:

PRIDE in our school, families and community

INTEGRITY in all decision making

RESPECT for ourselves and others.

With the combination of real-world connections, challenging tasks, and character building, students will have the confidence to pursue their goals and function independently, responsibly and effectively in the community.

## Vision

Fueling the DETERMINATION to achieve personal growth through PRIDE, INTEGRITY, and RESPECT for a productive future.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Goals	11
Goal 1: All students will show academic growth from one year to the next on STAAR scores.	11
Goal 2: Student groups who have historically struggled to make progress will be closely monitored and appropriate intervention plans will be put in place as necessary.	20
Goal 3: Campus stakeholders will work together to create a safe and supportive environment focused on getting better every day.	27
Goal 4: Recruit and retain high quality teachers and staff members.	32
State Compensatory	36
Budget for Rice Intermediate Middle School	36
Personnel for Rice Intermediate Middle School	36
Title I Personnel	37
Campus Funding Summary	38

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Rice Intermediate Middle/School is a 5th-8th grade campus that serves around 300 students. We are continually growing by around 20% each year. The current demographic make up of the student body is as follows:

Female	Male	Hispanic/ Latino	White	Black/ African American	Asian	American Indian / Alaskan Native	Hawaiian/ Pacific Isl	Non Cont Enrolled	Dyslexia	At Risk	At Risk Not Promoted	At Risk Not Promoted Doc	At Risk Incarcerated	SpEd	GT	EB-Current
49.3%	50.7%	43.77%	94.17%	3.95%	0.30%	5.47%	1.22%	22.49%	6.99%	26.75%	4.26%	0.61%	1.52%	10.94%	11.55%	21.88%

RIMS is located on I-45 on the county line between Navarro and Ellis counties in a rural area. The majority of businesses in this area are factory, farm, or construction related. Many of our families are small business owners while others commute to larger cities for work. According to the most recent census, 34% of our students live in a mobile home and the district has three mobile home communities which leads to many transient students. We serve students who primarily come from low income homes (79.1%), homes with adults with high school diploma (30%) or no completed formal education (33%), and many of our parents are solely Spanish-speaking (33%). On the 2021-2022 Accountability Report Card, we were recognized for closing the achievement gaps between students of different backgrounds as well as making substantial growth when compared to similar campuses.

In 21-22, there were 33 full-time staff members, 19 of which were teachers. Average class size was roughly 16 students. The 100% of our classroom teachers are white while the staff also includes African-American (12%), and Hispanic (8%) who have between 1-5 years of experience (36.7%). Between the 21-22 and 22-23 school year, there was a large turnover which is unusual for the campus. Four members of the office staff are new due to 1 retirement, 1 promotion within district, and 2 moves to another district. Three paraprofessionals are new due to one within district promotion, one leaving the education profession, and one new position. Eight new teachers were hired to fill vacancies due to three relocations, three moves to another district, two promotions within district, and one leaving the education profession. Due to limited applicants, one teaching position has yet to be filled for the 22-23 school year. The 23-24 school year has started with the IMS being 100% staffed. We have a total of 21 teachers and 35 full-time staff members.

The campus has two receptionists, a police officer, an academic advisor, a nurse, an assistant principal, and a principal. In 21-22, there were 87 incidents of violation of code of conduct and 2 criminal mischief violations. Consequences assigned included 8 uses of full day/2 uses of partial day Out-of-School Suspension, 79 uses of full day/17 uses of partial day in-school suspension, 18 assignments at DAEP, and one suspension from the bus. The majority of these incidents happened in Cycle 2, 4, and 5. In 22-23, there were 84 incidents of violation of code of conduct with 1 being an expulsion. Consequences assigned included 12 uses of Out-of-School Suspension, 41 uses of in-school suspension, 18 assignments at DAEP, 1 assignment at ABP, 11 suspensions from the bus and 1 student banned from campus sporting events.

This is the second year that students have been able to take career and technology courses for high school credit by offering Principals of Agriculture as an elective for 8th graders. We have also added a high school Spanish course for 8th graders. All 8th graders also participate in career development on Fridays through their elective courses.

## Demographics Strengths

Our scores show that students are making progress thanks to intentional instruction. They are resilient and overcome many difficult circumstances to be successful at school. The small number of students on campus allows for personal relationships, targeted intervention, and individualized instruction. Despite the language barrier, relationships are being formed with our Spanish-speaking parents.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. **Root Cause:** Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.

**Problem Statement 2 (Prioritized):** The master schedule for 7th and 8th grade is not working effectively. **Root Cause:** WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.

**Problem Statement 3 (Prioritized):** High teacher turnover rates impacts student achievement and campus culture. **Root Cause:** A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.

# Student Learning

## Student Learning Summary

Rice IMS was a top performer in 2021-22 when compared with similar schools in accelerated progress in math, Reading STAAR (6th & 8th), Math STAAR (6th, 7th, & 8th), and Social Studies (8th). In addition, the level of reading and math scores at the Meets or above level and all STAAR scores at the Meets or above levels were ranked in quartile one of our comparison group. The IMS earned distinctions in Math, Social Studies, Academic Growth, Postsecondary Readiness, and Closing the Gaps, earning a B which is a 19 point improvement since the last accountability score. Overall, school progress since 2018 is impressive. Progress experienced by Emergent Bilingual students allowed for the campus to move off of the Targeted Improvement Plan they had been operating under since 2019. Math and Reading showed drastic improvement while science and social studies did not. The TELPAS progress standard for the state was not met, but 32% of our Emergent Bilingual students showed improvement on the TELPAS test. MAP results indicate 52% (Math), 45% (Reading), 52% (Language Usage), and 60% (Science) of students met or exceeded their anticipated growth between the fall of 2021 and 2022. In 22-23, the IMS scored above the state in all tested subjects on STAAR 2.0 but 5th grade reading and 5th grade science.

## Student Learning Strengths

The student learning strength of the IMS is progress. The teachers and students work hard every day and track data with progress in mind. The math department at the IMS has been in place for several years which has a positive impact on student achievement because teachers can plan vertically and assist one another with knowing the content and student ability levels.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. **Root Cause:** Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.

**Problem Statement 2 (Prioritized):** High teacher turnover rates impacts student achievement and campus culture. **Root Cause:** A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.

**Problem Statement 3 (Prioritized):** While scores are improving, still less than 50% of students are meeting or mastering grade level expectations as assessed by STAAR. **Root Cause:** Filling gaps and necessary intervention due to learning loss and frequent absenteeism take time away from extending learning and deepening understanding of topics.

**Problem Statement 4 (Prioritized):** Students new to Rice and those receiving special education services are not meeting targets on achievement or growth. **Root Cause:** Targets are set at the Meets and Masters level rather than approaches.

**Problem Statement 5 (Prioritized):** The master schedule for 7th and 8th grade is not working effectively. **Root Cause:** WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.

# School Processes & Programs

## School Processes & Programs Summary

Teachers set professional goals and student learning objectives that they track and gather evidence for throughout the year. This data and more is discussed in weekly TIL-Data Driven Instruction meetings as well as regular content and curriculum meetings with administrators and curriculum coordinators. There are four half-day professional development opportunities set aside for teachers during the school year and 18 required hours each summer. A professional development options are provided to teachers throughout the year, and they are encouraged to attend sessions that align with their goals. Committees are selected each year to assist with decision-making on campus and across the district. Communication happens through email, Google Classroom, Remind, School Messenger, Daily Announcements, the website, and Facebook. Staff also receive a weekly email with important updates called the Bulldog Brief.

Curriculum coordinators assist teachers with planning and resources. Teachers use TEKS Resource System to assist with planning, Eduphoria to house plans, assess students, and analyze data, and multiple learning resources to increase student learning (Studies Weekly, Think Up!, iReady, IXL, Mometrics, Boardworks, and Lead4Ward Field Guides). Teachers are encouraged to cross-curricular plan and incorporate college and career lessons as well as computer skills into their instruction. Communication about student learning is systematic and regular through the TIL-DDI process.

Schedules vary for each grade level but include the four core subjects, PE or athletics, some form of elective, and intervention. Intervention is referred to as What I Need (WIN). WIN is used to meet the targeted intervention expectations of House Bill 4545. Students are divided into groups based on previous STAAR scores. This is also when students are pulled out for special programs including Summit K12, Dyslexia, Fountas & Pinnell, and Gifted & Talented. Support services are available to students through in-class support and pull-out programs. All students at Rice IMS have access to a chromebook during the school day. Teachers are working to integrate technology throughout the day, including keyboarding and typing practice during electives. Students take assessments online and work in digital programs in preparation for the more interactive and online-based STAAR 2.0.

Students have several options for participating in extracurricular activities including sports, academic UIL, book clubs, and Junior National Honor Society. Their participation is inhibited by the same factors that contribute to attendance issues. There is an attendance recovery program in place for students to stay after school to make up absences.

## School Processes & Programs Strengths

The school has appropriate instructional resources and technology to meet the needs of students. Intervention time has proven to be effective over the years. TIL-DDI and TIL-Observation Feedback contributes to more intentional and targeted discussions about student data.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. **Root Cause:** Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.

**Problem Statement 2 (Prioritized):** High teacher turnover rates impacts student achievement and campus culture. **Root Cause:** A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.

**Problem Statement 3 (Prioritized):** Students new to Rice and those receiving special education services are not meeting targets on achievement or growth. **Root Cause:** Targets are set at the Meets and Masters level rather than approaches.

**Problem Statement 4:** High turnover impacts the fluidity and effectiveness of systems. **Root Cause:** Teachers have to be trained and systems have to be adjusted as new staff comes and goes.

**Problem Statement 5:** Intervention time for the 7th & 8th grade is overcrowded. **Root Cause:** Sharing coaches among JH & HS and growing enrollment makes scheduling difficult.

**Problem Statement 6 (Prioritized):** The master schedule for 7th and 8th grade is not working effectively. **Root Cause:** WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.



# Perceptions

## Perceptions Summary

The IMS attempts to communicate with the community through mailouts, notes sent home with students, Remind, School Messenger, Facebook, home visits, emails, events on campus, and phone calls. Parent engagement is low due to previously mentioned factors regarding low socio-economic status, education levels, and language barriers. COVID took a toll on participation rates, and the school is working to improve school-community relationships. Students are included in decision-making through leadership groups and conversations with administrators. They create slides for the announcements each week.

The culture and climate at the IMS has been consistent over the years because there have been few staffing changes. The campus has a positive, family environment in which all staff members do what is best for the students. The campus thrives on its structure and ability to think outside the box when addressing all types of issues.

## Perceptions Strengths

Generally, the community, staff, and students view Rice IMS as a warm and welcoming place. Staff work together and with administration well to meet the needs of students and attempt to contact parents with important information often. Most parents try to be involved when they can.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. **Root Cause:** Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.

**Problem Statement 2 (Prioritized):** High teacher turnover rates impacts student achievement and campus culture. **Root Cause:** A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.

# Priority Problem Statements

**Problem Statement 1:** While scores are improving, still less than 50% of students are meeting or mastering grade level expectations as assessed by STAAR.

**Root Cause 1:** Filling gaps and necessary intervention due to learning loss and frequent absenteeism take time away from extending learning and deeping understanding of topics.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Students new to Rice and those receiving special education services are not meeting targets on achievement or growth.

**Root Cause 2:** Targets are set at the Meets and Masters level rather than approaches.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%.

**Root Cause 3:** Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.

**Problem Statement 3 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 4:** High teacher turnover rates impacts student achievement and campus culture.

**Root Cause 4:** A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.

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

**Problem Statement 5:** The master schedule for 7th and 8th grade is not working effectively.

**Root Cause 5:** WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.

**Problem Statement 5 Areas:** Demographics - Student Learning - School Processes & Programs

# Goals





Revised/Approved: September 28, 2023

**Goal 1:** All students will show academic growth from one year to the next on STAAR scores.

**Performance Objective 1:** Students and teachers will track individual student achievement, set goals, and regularly reflect on progress.

**Evaluation Data Sources:** Lesson plans, Data tracking spreadsheets, student goal sheets, iReady data, Benchmark data, Unit test data, STAAR scores, Curriculum and Content Meetings, TIL-DDI meeting notes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Teachers will continue the use of +10 data charts and other data to monitor student progress throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be intimately aware of student achievement gaps and progress in order to make intentional and effective decisions about instruction</p> <p><b>Staff Responsible for Monitoring:</b> Teachers; Administrators, Curriculum Coordinators, Testing &amp; Accountability Coordinator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Eduphoria - 199 - State Compensatory Education (SCE) - \$2,600, MAP Testing - 199 - State Compensatory Education (SCE) - \$6,500, TIL-DDI Training/Process - 199 - State Compensatory Education (SCE) - \$2,500, Success Ed - 199 - State Compensatory Education (SCE) - \$1,000</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> School staff will confer with students and parents about goal setting and progress monitoring regularly throughout the year. <b>Strategy's Expected Result/Impact:</b> Student ownership of academic achievement; Informing and involving parents in the education of their student; Incorporation of social-emotional learning and skills necessary for success after high school <b>Staff Responsible for Monitoring:</b> Teachers; Administrators; Academic Advisor  <b>Title I:</b> 2.4, 2.6, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3, 4 - School Processes & Programs 1, 3 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. <b>Root Cause:</b> Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.
Student Learning
<b>Problem Statement 1:</b> Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. <b>Root Cause:</b> Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc. <b>Problem Statement 3:</b> While scores are improving, still less than 50% of students are meeting or mastering grade level expectations as assessed by STAAR. <b>Root Cause:</b> Filling gaps and necessary intervention due to learning loss and frequent absenteeism take time away from extending learning and deeping understanding of topics. <b>Problem Statement 4:</b> Students new to Rice and those receiving special education services are not meeting targets on achievement or growth. <b>Root Cause:</b> Targets are set at the Meets and Masters level rather than approaches.
School Processes & Programs
<b>Problem Statement 1:</b> Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. <b>Root Cause:</b> Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc. <b>Problem Statement 3:</b> Students new to Rice and those receiving special education services are not meeting targets on achievement or growth. <b>Root Cause:</b> Targets are set at the Meets and Masters level rather than approaches.

## Perceptions

**Problem Statement 1:** Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. **Root Cause:** Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.





**Goal 1:** All students will show academic growth from one year to the next on STAAR scores.

**Performance Objective 2:** The number of students who perform at or above grade level on standardized assessments will increase.

**High Priority**

**Evaluation Data Sources:** Student goal tracking sheets, Unit tests, iReady data, Benchmark data, +10 Data charts, STAAR scores, Accountability Report Cards, TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Teachers will provide extensions like choice boards and project based learning opportunities for students to explore deeper into content.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who already understand concepts will be provided opportunities to go in more depth with topics</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Coordinators</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3, 4 - School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Instructional Materials - 199 - General Fund, Curriculum Coordinators - 199 - General Fund</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Data from pre-assessments, quick checks, observations, unit assessments, resources, etc. will be used in Texas Instructional Leadership Data-Driven Instruction meetings to assist in creating individualized and differentiated lessons. <b>Strategy's Expected Result/Impact:</b> DDI collaborators will focus on high quality and intentional daily instruction to address misconceptions and misunderstandings quickly and effectively. New teachers will be guided through the process of data analysis and data driven instruction as they plan their lessons my an experienced educator who can provide helpful and feedback and input regarding targeted instruction. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Coordinators, Testing & Accountability Coordinator  <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 3: Positive School Culture <b>Problem Statements:</b> Student Learning 3, 4 - School Processes & Programs 3 <b>Funding Sources:</b> TIL-DDI Training/Process - 199 - General Fund, Eduphoria - 199 - General Fund, Curriculum & Accountability Coordinators - 199 - General Fund, Instructional Materias - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The number of teachers on campus that are gifted and talented (GT) certified will increase. <b>Strategy's Expected Result/Impact:</b> By having more teachers that are certified in GT, teachers will have a higher capacity to support students and extend their lessons through higher order thinking, critical thinking and problem solving. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Dean of Instruction  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 <b>Funding Sources:</b> - 199 - General Fund, - 199 - State Gifted & Talented Education (G/T)	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

### Student Learning

**Problem Statement 3:** While scores are improving, still less than 50% of students are meeting or mastering grade level expectations as assessed by STAAR. **Root Cause:** Filling gaps and necessary intervention due to learning loss and frequent absenteeism take time away from extending learning and deeping understanding of topics.

**Problem Statement 4:** Students new to Rice and those receiving special education services are not meeting targets on achievement or growth. **Root Cause:** Targets are set at the Meets and Masters level rather than approaches.

### School Processes & Programs

**Problem Statement 3:** Students new to Rice and those receiving special education services are not meeting targets on achievement or growth. **Root Cause:** Targets are set at the Meets and Masters level rather than approaches.







**Goal 1:** All students will show academic growth from one year to the next on STAAR scores.

**Performance Objective 3:** Students will be properly prepared for the transition to more interactive questions for STAAR 2.0.

**High Priority**

**Evaluation Data Sources:** Lesson plans, Walkthroughs/Coaching Visits, Campus Calendars, Professional Development Agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Teachers will incorporate content-based reading and writing in all subjects including the R.A.C.E. strategy to write short constructed responses.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be adequately prepared for short answer constructed responses on all STAAR tests, not just English.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Coordinators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3, 4 - School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Professional Development Funds - 199 - General Fund, Curriculum Coordinators - 199 - General Fund</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Students will authentically and regularly be exposed to interactive online activities (computer skills, typing, etc.) and assessments through Eduphoria, Cambium, and other online platforms with appropriate accommodations as necessary.  <b>Strategy's Expected Result/Impact:</b> The transition to STAAR 2.0 (online and interactive) will not dramatically impact student achievement. <b>Staff Responsible for Monitoring:</b> Teachers, Curriculum Coordinators, Administrators, Accountability Coordinator, Special Populations Director  <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> Demographics 2 - Student Learning 3, 4, 5 - School Processes & Programs 3, 6 <b>Funding Sources:</b> Eduphoria - 199 - General Fund, Instructional Materials/Memberships - 199 - General Fund, Technology/Chromebooks - 199 - General Fund, Accommodation Materials (headphones, microphones, mice, etc.) - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 2:</b> The master schedule for 7th and 8th grade is not working effectively. <b>Root Cause:</b> WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.
Student Learning
<b>Problem Statement 3:</b> While scores are improving, still less than 50% of students are meeting or mastering grade level expectations as assessed by STAAR. <b>Root Cause:</b> Filling gaps and necessary intervention due to learning loss and frequent absenteeism take time away from extending learning and deeping understanding of topics. <b>Problem Statement 4:</b> Students new to Rice and those receiving special education services are not meeting targets on achievement or growth. <b>Root Cause:</b> Targets are set at the Meets and Masters level rather than approaches. <b>Problem Statement 5:</b> The master schedule for 7th and 8th grade is not working effectively. <b>Root Cause:</b> WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.

### School Processes & Programs

**Problem Statement 3:** Students new to Rice and those receiving special education services are not meeting targets on achievement or growth. **Root Cause:** Targets are set at the Meets and Masters level rather than approaches.

**Problem Statement 6:** The master schedule for 7th and 8th grade is not working effectively. **Root Cause:** WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.





**Goal 2:** Student groups who have historically struggled to make progress will be closely monitored and appropriate intervention plans will be put in place as necessary.

**Performance Objective 1:** Specialists will communicate closely with classroom teachers to provide support, assistance, and guidance regarding differentiating instruction.

**High Priority**

**Evaluation Data Sources:** Meeting documentation (planning, ARD, RTI, 504, etc.), reports from intervention programs, lesson plans, professional development agendas, assessments and grades, XLogs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Specialists will provide regular input and progress reports to teachers regarding students in intervention programs and participate in planning meetings to assist teachers with appropriately differentiating instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive support in differentiating instruction and providing accommodations/modifications by trained professionals who know the student's abilities.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Special Populations Coordinator, Interventionists</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3, 4 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Paraprofessionals and interventionists will communicate regularly with classroom teachers about the best way to support students during in-class or pull-out support. <b>Strategy's Expected Result/Impact:</b> Paraprofessionals will effectively use their time with students to maximize student achievement. <b>Staff Responsible for Monitoring:</b> Paraprofessionals, Teachers, Interventionists, Administrators, Special Programs Director  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2, 3 - Student Learning 2, 4, 5 - School Processes & Programs 2, 3, 6 - Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> The master schedule for 7th and 8th grade is not working effectively. <b>Root Cause:</b> WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.
<b>Problem Statement 3:</b> High teacher turnover rates impacts student achievement and campus culture. <b>Root Cause:</b> A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.
Student Learning
<b>Problem Statement 2:</b> High teacher turnover rates impacts student achievement and campus culture. <b>Root Cause:</b> A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.
<b>Problem Statement 3:</b> While scores are improving, still less than 50% of students are meeting or mastering grade level expectations as assessed by STAAR. <b>Root Cause:</b> Filling gaps and necessary intervention due to learning loss and frequent absenteeism take time away from extending learning and deeping understanding of topics.
<b>Problem Statement 4:</b> Students new to Rice and those receiving special education services are not meeting targets on achievement or growth. <b>Root Cause:</b> Targets are set at the Meets and Masters level rather than approaches.
<b>Problem Statement 5:</b> The master schedule for 7th and 8th grade is not working effectively. <b>Root Cause:</b> WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.

### School Processes & Programs

**Problem Statement 2:** High teacher turnover rates impacts student achievement and campus culture. **Root Cause:** A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.

**Problem Statement 3:** Students new to Rice and those receiving special education services are not meeting targets on achievement or growth. **Root Cause:** Targets are set at the Meets and Masters level rather than approaches.

**Problem Statement 6:** The master schedule for 7th and 8th grade is not working effectively. **Root Cause:** WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.

### Perceptions

**Problem Statement 2:** High teacher turnover rates impacts student achievement and campus culture. **Root Cause:** A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.





**Goal 2:** Student groups who have historically struggled to make progress will be closely monitored and appropriate intervention plans will be put in place as necessary.

**Performance Objective 2:** Special Program students will meet performance targets set by the state.

**High Priority**

**Evaluation Data Sources:** STAAR Data, Accountability Report Card, TAPR, Benchmarks, Unit Tests, Intervention reports, lesson plans, walkthroughs/coaching visits

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> WIN Time will be used effectively to provide targeted and individualized intervention for all students while programs like Fountas &amp; Pinnell Literacy Program, Dyslexia services, Learning Ally, and K12 Summit will be used to systematically intervene with students with specifically identified needs.</p> <p><b>Strategy's Expected Result/Impact:</b> WIN Time will meet the expectations of HB4545 as well as provide targeted intervention for students who are struggling with current content and necessary interventions required by individual learning plans.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Curriculum Coordinators, Accountability Coordinator, Special Programs Director, Interventionists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3, 5 - School Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> Learning A-Z - 199 - State Compensatory Education (SCE) - 400</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Student accommodations and modifications will be provided and documented appropriately. <b>Strategy's Expected Result/Impact:</b> Students with specific instructional needs will receive the support they need to experience academic success. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Special Programs Director, Paraprofessionals, Interventionists  <b>Title I:</b> 2.6, 4.2 <b>- TEA Priorities:</b> 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> Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:





Demographics
<b>Problem Statement 2:</b> The master schedule for 7th and 8th grade is not working effectively. <b>Root Cause:</b> WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.
Student Learning
<b>Problem Statement 3:</b> While scores are improving, still less than 50% of students are meeting or mastering grade level expectations as assessed by STAAR. <b>Root Cause:</b> Filling gaps and necessary intervention due to learning loss and frequent absenteeism take time away from extending learning and deeping understanding of topics. <b>Problem Statement 4:</b> Students new to Rice and those receiving special education services are not meeting targets on achievement or growth. <b>Root Cause:</b> Targets are set at the Meets and Masters level rather than approaches. <b>Problem Statement 5:</b> The master schedule for 7th and 8th grade is not working effectively. <b>Root Cause:</b> WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.
School Processes & Programs
<b>Problem Statement 3:</b> Students new to Rice and those receiving special education services are not meeting targets on achievement or growth. <b>Root Cause:</b> Targets are set at the Meets and Masters level rather than approaches. <b>Problem Statement 6:</b> The master schedule for 7th and 8th grade is not working effectively. <b>Root Cause:</b> WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.



**Goal 2:** Student groups who have historically struggled to make progress will be closely monitored and appropriate intervention plans will be put in place as necessary.

**Performance Objective 3:** New-to-District students will meet performance targets set by the state.

**Evaluation Data Sources:** Student records, STAAR scores, Benchmarks, Unit tests, Special program data, Counselor log

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administrators and/or counselor will develop a system to regularly check in with new students, their parents, and their teachers to determine levels, appropriate identification, and assist in the transition however is appropriate. <b>Strategy's Expected Result/Impact:</b> New students will receive support and assistance to have a successful transition academically, behaviorally, and socially to Rice IMS. <b>Staff Responsible for Monitoring:</b> Counselor, Administrators, Teachers  <b>Title I:</b> 2.6, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> New-to-District students will be provided with structured academic and emotional support to aid in the transition to a new campus.  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 5 - School Processes & Programs 1, 6 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. <b>Root Cause:</b> Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.
<b>Problem Statement 2:</b> The master schedule for 7th and 8th grade is not working effectively. <b>Root Cause:</b> WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.

### Student Learning

**Problem Statement 1:** Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. **Root Cause:** Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.

**Problem Statement 5:** The master schedule for 7th and 8th grade is not working effectively. **Root Cause:** WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.

### School Processes & Programs

**Problem Statement 1:** Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. **Root Cause:** Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.

**Problem Statement 6:** The master schedule for 7th and 8th grade is not working effectively. **Root Cause:** WIN and electives are not able to effectively utilized using the same schedule as previous years due to the growing number of students on the junior high side combined with the number of coaches who are shared with the high school throughout the day.





### Perceptions

**Problem Statement 1:** Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. **Root Cause:** Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.

**Goal 3:** Campus stakeholders will work together to create a safe and supportive environment focused on getting better every day.

**Performance Objective 1:** Maintain a safe, drug, and vape free environment.





**Evaluation Data Sources:** Raptor alert system, Vape detection system, PEIMS Discipline Data, Office referral data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Employ a dedicated Rice ISD Police Officer who is regularly visible and positively interacts with students on campus. <b>Strategy's Expected Result/Impact:</b> Students will be deterred from participating in unsafe or drug-related activities and develop a positive relationship with law enforcement. <b>Staff Responsible for Monitoring:</b> Police Department, Administrators  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hold regular drills, door checks, and reminders of safety expectations including training students to report unsafe or inappropriate behavior. <b>Strategy's Expected Result/Impact:</b> All school stakeholders will know and understand what they should do in the event of an emergency to reduce the potential for error in a real emergency situation <b>Staff Responsible for Monitoring:</b> Police officers, Administrators  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Campus stakeholders will work together to create a safe and supportive environment focused on getting better every day.

**Performance Objective 2:** Maintain a high level of student and staff engagement and motivation; Increase parent involvement.

**Evaluation Data Sources:** Campus surveys, observations, conversations, Shout Out responses, Team rosters, Counselor Logs, Lesson Plans, Master Schedule, Campus Committees, Meeting Agendas, Calendar

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus stakeholders will regularly recognize achievements and positive behavior of one another through a positive feedback system. <b>Strategy's Expected Result/Impact:</b> Build positive relationships between all campus stakeholders. <b>Staff Responsible for Monitoring:</b> Administrators, Academic Advisor, Teachers  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase student engagement by exposing students to new and different opportunities that align with their interests (field trips, clubs, electives, activities, events, college and career investigation, project based learning, etc.). <b>Strategy's Expected Result/Impact:</b> Students will broaden their interests, background knowledge, and real life connections. <b>Staff Responsible for Monitoring:</b> Administrators, Academic Advisor, Teachers, Committees  <b>Title I:</b> 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. <b>Root Cause:</b> Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.</p> <p><b>Problem Statement 3:</b> High teacher turnover rates impacts student achievement and campus culture. <b>Root Cause:</b> A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.</p>
Student Learning
<p><b>Problem Statement 1:</b> Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. <b>Root Cause:</b> Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.</p> <p><b>Problem Statement 2:</b> High teacher turnover rates impacts student achievement and campus culture. <b>Root Cause:</b> A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. <b>Root Cause:</b> Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.</p> <p><b>Problem Statement 2:</b> High teacher turnover rates impacts student achievement and campus culture. <b>Root Cause:</b> A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.</p>
Perceptions
<p><b>Problem Statement 1:</b> Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. <b>Root Cause:</b> Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.</p> <p><b>Problem Statement 2:</b> High teacher turnover rates impacts student achievement and campus culture. <b>Root Cause:</b> A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.</p>





**Goal 3:** Campus stakeholders will work together to create a safe and supportive environment focused on getting better every day.

**Performance Objective 3:** Increase student social-emotional awareness and college/career readiness.

**High Priority**

**Evaluation Data Sources:** Surveys, Counselor log, Discipline data, Lesson plans, Classroom management plans, Shout Outs, Announcements, Calendar

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate relevant college and career exploration lessons that introduce future planning, informed decision-making, goal-setting, and other soft skills necessary for success in life. <b>Strategy's Expected Result/Impact:</b> Students will connect school to real life and understand why it is important to make good decisions. <b>Staff Responsible for Monitoring:</b> Administrators, Academic Advisor, Teachers, Accountability Coordinator, SEL Counselor  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Collaborate with high school to include more junior high electives and opportunities that align with the high school certification pathways. <b>Strategy's Expected Result/Impact:</b> Electives will be more intentionally aligned to assist with future-planning, the transition to high school, as well as college and career readiness. <b>Staff Responsible for Monitoring:</b> Administrators, Academic Advisor, Committees, CTE Director  <b>Title I:</b> 2.5, 2.6, 4.2 <b>- TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide students with opportunities to learn and develop social-emotional awareness through positive interactions, collaboration, and character education. <b>Strategy's Expected Result/Impact:</b> Increased student attendance and decreased discipline incidents which will positively impact student engagement, school culture, and teacher job satisfaction. <b>Staff Responsible for Monitoring:</b> Administrators, Academic Advisor, SEL Counselor, Teachers, Committees  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> SSA to AEP - 199 - State Compensatory Education (SCE) - \$92,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Recruit and retain high quality teachers and staff members.

**Performance Objective 1:** Develop positive working relationships among adult stakeholders (administrators, staff, and parents).

**High Priority**

**Evaluation Data Sources:** Surveys, Calendar, Shout Outs, Bulldog Briefs, Meeting agendas and notes, Call logs, Emails, Event sign in sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop committees to identify and make plans to address campus needs. <b>Strategy's Expected Result/Impact:</b> Maintain a supportive environment where people feel valued, involved in decision making, and take ownership as contributors to the overall culture and climate of the school. <b>Staff Responsible for Monitoring:</b> Administrators, Academic Advisors, Committee Leaders  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Keep clear and open lines of communication between all parties by consistently providing information and feedback. <b>Strategy's Expected Result/Impact:</b> Positive relationships will develop through consistent communication. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Committee Leaders, Teachers  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 3 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



## Performance Objective 1 Problem Statements:





Demographics
<p><b>Problem Statement 1:</b> Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. <b>Root Cause:</b> Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.</p> <p><b>Problem Statement 3:</b> High teacher turnover rates impacts student achievement and campus culture. <b>Root Cause:</b> A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.</p>
Student Learning
<p><b>Problem Statement 1:</b> Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. <b>Root Cause:</b> Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.</p> <p><b>Problem Statement 2:</b> High teacher turnover rates impacts student achievement and campus culture. <b>Root Cause:</b> A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. <b>Root Cause:</b> Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.</p> <p><b>Problem Statement 2:</b> High teacher turnover rates impacts student achievement and campus culture. <b>Root Cause:</b> A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.</p>
Perceptions
<p><b>Problem Statement 1:</b> Campus was in Quartile 2 of their performance group for accountability ratings for attendance with an overall rate of 95.1%. <b>Root Cause:</b> Student achievement and attendance is impacted drastically by outside influences like home-life, access to basic needs, and exposure to properly spoken English outside of school. Student absences are often related to lack of transportation, parents not being home or waking students up to get ready for school, translating at appointments for parents, etc.</p> <p><b>Problem Statement 2:</b> High teacher turnover rates impacts student achievement and campus culture. <b>Root Cause:</b> A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.</p>

**Goal 4:** Recruit and retain high quality teachers and staff members.

**Performance Objective 2:** Ensure the professional development of all staff members.

**High Priority**

**Evaluation Data Sources:** Professional Development Handbook and calendar, Meeting agendas and notes, T-TESS & SLO Goals, Goal Setting Plans, Walkthroughs/Coaching Visits

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide proper training and resources that assist staff in meeting their professional and instructional goals. <b>Strategy's Expected Result/Impact:</b> Staff members will feel supported and empowered to do their job effectively. <b>Staff Responsible for Monitoring:</b> Administrators, Curriculum Coordinators, Accountability Coordinator  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Properly train and support eligible teaching staff throughout T-TESS, SLO, and TIA processes to submit the best quality data for their designation determination. <b>Strategy's Expected Result/Impact:</b> The number of teachers who receive additional pay through the Teacher Incentive allotment will increase which will positively impact teacher retention on campus. <b>Staff Responsible for Monitoring:</b> Administrators, Curriculum Coordinators, Accountability Coordinators  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 3 - Student Learning 2 - School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 3:</b> High teacher turnover rates impacts student achievement and campus culture. <b>Root Cause:</b> A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.
Student Learning
<b>Problem Statement 2:</b> High teacher turnover rates impacts student achievement and campus culture. <b>Root Cause:</b> A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.
School Processes & Programs
<b>Problem Statement 2:</b> High teacher turnover rates impacts student achievement and campus culture. <b>Root Cause:</b> A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.
Perceptions
<b>Problem Statement 2:</b> High teacher turnover rates impacts student achievement and campus culture. <b>Root Cause:</b> A variety of factors including nation-wide trends of teacher attrition, low enrollment in teacher preparation programs, teacher job satisfaction, increasing job responsibility, and the specific location of this district contribute to difficulty finding and retaining teachers.

# State Compensatory

## Budget for Rice Intermediate Middle School

**Total SCE Funds:** \$163,266.00

**Total FTEs Funded by SCE:** 3

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

This budget is primarily used for salaries and benefits. It also covers contracted services, intervention supplies, and other operating costs. These expenses are used to provide supplies and personnel for intervention time with students who have identified intervention needs.

## Personnel for Rice Intermediate Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
-	Classroom Teacher	1
-	Paraprofessional	1
-	Interventionist	1

# Title I Personnel

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

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Curriculum Coordinators		\$0.00
1	2	1	Instructional Materials		\$0.00
1	2	2	Curriculum & Accountability Coordinators		\$0.00
1	2	2	Instructional Materias		\$0.00
1	2	2	Eduphoria		\$0.00
1	2	2	TIL-DDI Training/Process		\$0.00
1	2	3			\$0.00
1	3	1	Professional Development Funds		\$0.00
1	3	1	Curriculum Coordinators		\$0.00
1	3	2	Eduphoria		\$0.00
1	3	2	Instructional Materials/Memberships		\$0.00
1	3	2	Technology/Chromebooks		\$0.00
1	3	2	Accommodation Materials (headphones, microphones, mice, etc.)		\$0.00
Sub-Total					\$0.00
199 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	MAP Testing		\$6,500.00
1	1	1	Success Ed		\$1,000.00
1	1	1	TIL-DDI Training/Process		\$2,500.00
1	1	1	Eduphoria		\$2,600.00
2	2	1	Learning A-Z	400	\$0.00
3	3	3	SSA to AEP		\$92,000.00
Sub-Total					\$104,600.00
199 - State Gifted & Talented Education (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00

199 - State Gifted & Talented Education (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00