

Rice Independent School District
Rice High School
2023-2024 Campus Improvement Plan



Mission Statement

The purpose of Rice High School is to educate, empower, and enable all students to achieve individual academic progress and become productive and successful citizens.

Vision

The Rice High School community will take ownership in and responsibility for building a positive environment and culture of success. Students and staff will rise to meet high expectations and develop self-motivation in order to fulfill our mission.

Value Statement

The values that Bulldog Nation are committed to - Spirit, Respect, Trust, and Determination - are the foundation that build a strong community. These are the values that we will not compromise. They make us who we are and determine the climate and culture of our campus. All decisions we make are filtered through these values: Trust, Spirit, Determination, and Respect.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rice High School is a 9th through 12th grade campus that has been operating for over 20 years in a rapidly growing rural community. As we are located in a rural area, many of our community members run family owned businesses or work in a factory setting. A large number of our students and their families have a close connection with or come directly from Mexico. Therefore, we serve a high population of students who come from homes that primarily speak Spanish. The majority of our students live in one of three mobile home communities or out in the country. Only 40% of residents in our area have education beyond a high school degree.

Entering the 2023-2024 school year enrollment is just over 330 students, and our campus does not participate in Title I.

- The student population is comprised of 4% African American, 69% Hispanic, 24% White, and 3% two or more races.
- At RHS, 75% of students are economically disadvantaged
- Students served in special programs consist of Special Education (12%), Gifted & Talented (15%), and EB (20%).
- At Risk students make up 36% of the student population.

In the 23-24 school year, there are 47 employees. Of those staff members, 15% are bilingual in Spanish/English, 79% are white, 12% are Hispanic, 6% are black, and 3% are two or more races. Starting the 23-24 school year, there are 4 teachers new to the high school.

Demographics Strengths

Emergent Bilingual students are making significant progress and our career and technical program is growing exponentially. The number of students who participate in advanced courses continues to rise as do scores on college readiness tests.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. **Root Cause:** Students come missing credits or from a state with different graduation requirements.

Problem Statement 2 (Prioritized): Increasing numbers of discipline incidents, counselor referrals, and low attendance negatively impact student achievement and campus culture. **Root Cause:** Influences like home-life, access to basic needs, and exposure to properly spoken English outside of school present problem. Student absences are often related to a lack of transportation, parents not being home or not waking students up to get ready for school, translating at appointments for parents, etc.

Student Learning

Student Learning Summary

The 2023 Accountability Report Card rating has not yet been released for the Rice High School campus. However, multiple distinctions in previous years indicate student success across the board. Enrollment in CTE courses and CTE certifications have increased dramatically over the past several years which means our students are leaving the campus prepared for their future.

Postsecondary Readiness indicators are some of the highest in our comparison group for TEA. STAAR results at Meets or above (59%), Four Year Graduation Rate (95.7%), Four Year Graduation Plan Rate (98.5%), TSI Criteria (69%), CCMR Ready graduates (97%), SAT/ACT Participation (46%), AP/IB Exam Participations (26.8%). The school has received equity awards from College Board as well as multiple distinctions from TEA Accountability Reporting. Special population students are progressing and close to meeting state targets for scoring Meets and Above. TELPAS results showed 32% progress and the only part of the test that kept several students from reclassifying is the speaking element which is a state-wide trend. Additionally, a 4-year reflection of STAAR-EOC data shows significant improvement in most EOC areas.

STAAR End-of-Course - English I Long-Term Comparison													
	Approaches					Meets					Masters		
	<u>2019</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>		<u>2019</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>		<u>2019</u>	<u>2021</u>	<u>202</u>
All Students	76.19	78.27	74.12	81.71		63.49	62.82	60	58.54		12.7	14.1	8.2
Eco Dis	77.78	69.39	70.31	50		58.33	53.06	56.25	50		11.11	10.2	9.3
EB	0	18.18	25	65.38		0	9.09	12.5	30.77		0	0	0
SPED	22.22	0	0	66.67		22.22	0	0	41.67		0	0	0

STAAR End-of-Course - English II Long-Term Comparison										
	Approaches					Meets				
	2019	2021	2022	2023		2019	2021	2022	2023	
All Students	88.14	66.67	86.75	81.33		59.32	50.72	67.47	60	
Eco Dis	84.85	65.71	85.07	100		54.55	51.43	61.19	100	
EB	25	28.57	61.54	30		0	28.57	15.38	20	
SPED	25	9.09	22.22	25		0	9.09	0	0	

STAAR End-of-Course - Algebra I Long-Term Comparison											
	Approaches					Meets					
	<u>2019</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>		<u>2019</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>		<u>2</u>
All Students	58.33	86.84	78.82	85.9		19.44	50	44.71	52.56		8
Eco Dis				100		19.44	44	40.62	0		8
EB				76		0	9.09	7.14	36		
SPED	11.11	33.33	14.29	75		0	0	0	33.33		

mparison											
	Approaches					Meets					
	<u>2019</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>		<u>2019</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>		
All Students	75	96.77	95.24	100		17.86	70.97	70.15	73.13		
Eco Dis	69.23	100	93.62	100		15.38	70	65.96	91.67		
EB	0	100	77.78	100		0	50	55.56	57.14		
SPED	0	66.67	66.67	100		0	33.33	22.22	42.86		

STAAR End-of-Course - Biology Long-Term Comparison											
	Approaches					Meets					
	<u>2019</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>		<u>2019</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>		
All Students	93.33	86.59	89.41	93.33		50	71.95	67.06	69.33		
Eco Dis	96.97	82.69	86.15	0		39.39	65.38	60	0		
EB	75	38.46	64.26	90.91		25	7.69	21.43	40.91		
SPED	66.67	42.86	42.86	72.73		11.11	0	0	63.64		

Student Learning Strengths

Students are showing significant progress academically across the board. The master schedule and course offerings are aligned with state standards and graduation plans to assist students to reach college, career, and military readiness by the end of their junior year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While overall achievement on STAAR has improved, Meets and Masters (specifically Emergent Bilinguals and Special Education Students) can continue to improve. **Root Cause:** The state targets are set at a high level.

Problem Statement 2 (Prioritized): Participation in college readiness tests are high, but students' scores are low. **Root Cause:** Historically, STAAR scores have been the primary focus. Just recently an emphasis has been placed on test preparation for college readiness exams.

School Processes & Programs

School Processes & Programs Summary

College, Career, & Military Readiness Programs

- Last year, 97% of RHS graduates met College, Career, and Military Readiness indicators.
- We have partnered with Texas College Bridge to provide opportunities for students to meet TSIA2 criteria.
- Gear Up provides financial support to our campus to provide college opportunities like field trips, guest speakers, and curriculum and instruction supplies.
- Juniors participate in a College & Career preparation course which walks students through making a portfolio, test prep, and leadership skills.

Career & Technology Programs

- We have added multiple certificates to our CTE pathways including AutoCAD, Certified Medical Assistant, Microsoft Office, and Adobe Photoshop.
- Students are pursuing the following pathways of study: Public Service, Business & Industry, and Arts & Humanities.
- More than 35 students are enrolled in our career preparation program to receive high school credit for work-based experiences.
- The CTE Director and Academic Counselor positions have been combined which makes data tracking and course alignment much easier.
- The addition of a third agriculture teacher allows for more streamlined pathways in the ag department.
- Principals of Agriculture is now being offered for high school credit at the IMS.

Leadership & Character Education

- The SEL Counselor provides mindfulness strategies, stress management techniques, and positive reinforcement for all students and staff.
- RHS has partnered with Chick-Fil-A to put all 11th grade students through the Chick-Fil-A Leadership Academy.
- A sophomore student is elected and sent to the Hugh O'Brien Youth Leadership Camp during the summer.
- Teachers are provided with SEL, Leadership, and Character lesson ideas to incorporate throughout their day.

Student Activities

- A Health Science Organization was established.
- Spanish Club has been active and supported several community activities.
- The band continues to grow now offering guitar classes, jazz band, mariachi band, and marching band.

Systems

- A clear mission, vision, and value statement has been adopted for the campus.
- Teaching staff is evaluated using T-TESS.
- Administrators are evaluated using T-PESS.
- Support and paraprofessional staff undergo annual evaluations based on goals and progress.
- Student growth is measured using Student Learning Objectives tracked by teachers throughout the year.
- Teachers are eligible for the Teacher Incentive Allotment.
- The campus is implementing the Texas Instructional Leadership-Data Driven Instruction Model.

School Processes & Programs Strengths

The Career & Technology program has grown in enrollment and opportunities for students. Pathways are aligned in a coherent sequence to culminate in certifications. Students are participating in test preparation programs, dual credit, advanced courses, and leadership activities that incorporate goal setting and future planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The new programs of study requirements by TEA could potentially have a drastic impact on the campus CCMR ratings. **Root Cause:** The master schedule takes time to change. The programs of study depend on consistency with student course completion and course alignment.

Problem Statement 2 (Prioritized): An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. **Root Cause:** Students come missing credits or from a state with different graduation requirements.

Perceptions

Perceptions Summary

- Annual surveys indicate continual positive growth in relation to our campus culture and climate.
- Students are familiar with campus expectations and values: Trust, Spirit, Respect, and Determination.
- Campus Improvement Committees, Teacher Leadership Teams, and the Student Advisory Board each hold important roles and provide a voice for the stakeholders they represent.

Perceptions Strengths

Shared ownership on the campus results in a positive culture and climate which is reinforced through positive relationships and social-emotional supports.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent engagement and understanding of high school requirements is limited. **Root Cause:** The demographics (education level, socioeconomic level, and language barriers) of our community contribute to this issue. COVID impaired the development of relationships between the school and the community.

Priority Problem Statements

Problem Statement 1: While overall achievement on STAAR has improved, Meets and Masters (specifically Emergent Bilinguals and Special Education Students) can continue to improve.

Root Cause 1: The state targets are set at a high level.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Parent engagement and understanding of high school requirements is limited.

Root Cause 2: The demographics (education level, socio-economic level, and language barriers) of our community contribute to this issue. COVID impaired the development of relationships between the school and the community.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: The new programs of study requirements by TEA could potentially have a drastic impact on the campus CCMR ratings.

Root Cause 3: The master schedule takes time to change. The programs of study depend on consistency with student course completion and course alignment.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings.

Root Cause 4: Students come missing credits or from a state with different graduation requirements.

Problem Statement 4 Areas: Demographics - School Processes & Programs

Problem Statement 5: Increasing numbers of discipline incidents, counselor referrals, and low attendance negatively impact student achievement and campus culture.

Root Cause 5: Influences like home-life, access to basic needs, and exposure to properly spoken English outside of school present problem. Student absences are often related to a lack of transportation, parents not being home or not waking students up to get ready for school, translating at appointments for parents, etc.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Participation in college readiness tests are high, but students' scores are low.

Root Cause 6: Historically, STAAR scores have been the primary focus. Just recently an emphasis has been placed on test preparation for college readiness exams.

Problem Statement 6 Areas: Student Learning

Goals

Goal 1: Increased data tracking/analysis and intentional lesson planning by teachers, administrators, and instructional coaches will result in increased academic achievement in all tests associated with school accountability (EOC, TSI, ACT, SAT, Certification Exams, etc.)





Performance Objective 1: Administrators, teachers, and Curriculum Coordinators will meet regularly to discuss student progress toward academic and college readiness goals.

High Priority

HB3 Goal

Evaluation Data Sources: meeting agendas and notes, campus calendars, coaching visits, data tracking spreadsheets, lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Administrators, teachers, and Curriculum Coordinators involved in the Data Driven Instruction process will meet regularly to discuss student progress on individual objectives and TEKS in order to develop a targeted reteach plan for misunderstood concepts.</p> <p>Strategy's Expected Result/Impact: Critical conversations about data will inform data-driven instruction, address student misunderstandings, and provide teachers with ideas on how to effectively intervene with struggling students. This will create a collaborative environment amongst the adults to meet the needs of students.</p> <p>Staff Responsible for Monitoring: Administrators, Curriculum Coordinators, teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: Training will be provided for those who directly impact our CCMR and accountability ratings to better understand the importance of intentional and effective practices. Strategy's Expected Result/Impact: Teachers will make positively impactful decisions regarding classroom practices if they understand how the system works. Staff Responsible for Monitoring: Accountability Coordinator, CTE Director, Administrators TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 1 Funding Sources: Training - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: While overall achievement on STAAR has improved, Meets and Masters (specifically Emergent Bilinguals and Special Education Students) can continue to improve. Root Cause: The state targets are set at a high level.
Problem Statement 2: Participation in college readiness tests are high, but students' scores are low. Root Cause: Historically, STAAR scores have been the primary focus. Just recently an emphasis has been placed on test preparation for college readiness exams.
School Processes & Programs
Problem Statement 1: The new programs of study requirements by TEA could potentially have a drastic impact on the campus CCMR ratings. Root Cause: The master schedule takes time to change. The programs of study depend on consistency with student course completion and course alignment.

Goal 1: Increased data tracking/analysis and intentional lesson planning by teachers, administrators, and instructional coaches will result in increased academic achievement in all tests associated with school accountability (EOC, TSI, ACT, SAT, Certification Exams, etc.)

Performance Objective 2: Consistent expectations across grade levels will help students be more successful with academic content.

Strategy 1 Details	Reviews			
Strategy 1: Grade level teachers will intentionally plan together and support one another through consistent classroom expectations, common academic language, and cross-curricular planning and instruction. Strategy's Expected Result/Impact: Student behavior and attendance will be less distracting because students understand expectations are consistent from class to class. Staff Responsible for Monitoring: Teachers, Administrators, SEL Counselor, Curriculum Coordinators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - School Processes & Programs 2 Funding Sources: Leadership and Character Education - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Clearly established systems for student academic success and college and career readiness will be documented and communicated to students, teachers, and parents. Strategy's Expected Result/Impact: Teachers will understand how systems work together to improve decision making. Parent understanding and involvement will increase. Student ownership and motivation will increase. Staff Responsible for Monitoring: Administration, Counselors, Accountability Coordinator, CTE Director TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 1, 2 - Perceptions 1 Funding Sources: Social Media - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. **Root Cause:** Students come missing credits or from a state with different graduation requirements.

Problem Statement 2: Increasing numbers of discipline incidents, counselor referrals, and low attendance negatively impact student achievement and campus culture. **Root Cause** : Influences like home-life, access to basic needs, and exposure to properly spoken English outside of school present problem. Student absences are often related to a lack of transportation, parents not being home or not waking students up to get ready for school, translating at appointments for parents, etc.

School Processes & Programs

Problem Statement 1: The new programs of study requirements by TEA could potentially have a drastic impact on the campus CCMR ratings. **Root Cause:** The master schedule takes time to change. The programs of study depend on consistency with student course completion and course alignment.

Problem Statement 2: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. **Root Cause:** Students come missing credits or from a state with different graduation requirements.

Perceptions

Problem Statement 1: Parent engagement and understanding of high school requirements is limited. **Root Cause:** The demographics (education level, socio-economic level, and language barriers) of our community contribute to this issue. COVID impaired the development of relationships between the school and the community.

Goal 2:





Targeted intervention with non-continuously enrolled or at risk students will result in higher achievement for these students on standardized tests, four-year graduation rate, and college and career readiness.

Performance Objective 1: Recovery programs will support students who have significant factors affecting their ability to graduate on time and/or earn an industry based certification.

High Priority**HB3 Goal**

Evaluation Data Sources: Student records, student transcripts, grades, attendance documentation, intervention program data (K12 Summit, HB4545 tutorials, Dyslexia program, Texas College Bridge, TCHATT, credit recovery, attendance recovery, counseling, etc.)

Strategy 1 Details	Reviews			
Strategy 1: New to district students will be supported, closely monitored, and have an individualized plan to ensure their successful completion of a four-year graduation plan & CCMR indicator. Strategy's Expected Result/Impact: This will increase our CCMR rate and four-year graduation rate. Staff Responsible for Monitoring: SEL Counselor, Academic Advisor, registrar, PEIMS Director, Administrators, credit recovery teacher, Accountability Coordinator TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1 Funding Sources: NWEA MAP - 199 - State Compensatory Education (SCE) - 6500, SEL Counselor Travel - 199 - State Compensatory Education (SCE) - 500, Summer School Supplies - 199 - State Compensatory Education (SCE) - 500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: At Risk students will participate in meaningful intervention programs that meet their individual needs in order to ensure their successful graduation and/or earning of an industry based certification. Strategy's Expected Result/Impact: Students who encounter difficult circumstances that stand in the way of graduation requirements will have a support system and multiple opportunities to earn their high school diploma and/or an industry based certification. Staff Responsible for Monitoring: Accountability Coordinator, Administrators, Academic Advisor, CTE Director, teachers, SEL Counselor, Curriculum Coordinators TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Demographics 1 - School Processes & Programs 2 Funding Sources: CTE Exams - 199 - General Fund, College Readiness Exams - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. Root Cause: Students come missing credits or from a state with different graduation requirements.
School Processes & Programs
Problem Statement 2: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. Root Cause: Students come missing credits or from a state with different graduation requirements.
Perceptions
Problem Statement 1: Parent engagement and understanding of high school requirements is limited. Root Cause: The demographics (education level, socio-economic level, and language barriers) of our community contribute to this issue. COVID impaired the development of relationships between the school and the community.

Goal 2:





Targeted intervention with non-continuously enrolled or at risk students will result in higher achievement for these students on standardized tests, four-year graduation rate, and college and career readiness.

Performance Objective 2: Special program students will receive the necessary support to meet SEL needs, show growth, and ensure their postsecondary success.

High Priority

Evaluation Data Sources: TCB rosters, TCB lesson plans and walkthroughs, intervention program data and logs, decision making meeting records, Xlogs

Strategy 1 Details	Reviews			
Strategy 1: Specialists will work collaboratively with classroom teachers, provide progress reports, and assist with planning in order to best support student learning. Strategy's Expected Result/Impact: Teacher collaboration will lead to more effective instruction and differentiation. Staff Responsible for Monitoring: Administrators, Special Programs Director, Teachers, Paraprofessionals, Curriculum Coordinators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Planning time - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will support second language acquisition (with a focus on speaking) through authentic classroom interactions that incorporate the ELPS and academic vocabulary. Strategy's Expected Result/Impact: Emergent Bilingual students will show progress in language acquisition and/or on standardized assessments. Staff Responsible for Monitoring: Administrators, Special Programs Director, EB Paraprofessional, Accountability & Testing Coordinator, Curriculum Coordinators, teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Intervention Supplies - 199 - State Compensatory Education (SCE) - 500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will maximize the built-in intervention time that allows for flexible scheduling, small grouping, and more individualized instruction through intentional relationship building through targeted leadership, social-emotional learning, college & career exploration, test preparation, and targeted intervention lessons. Strategy's Expected Result/Impact: Students behavior, attendance, and academic achievement will improve. Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Coordinators TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2 Funding Sources: Intervention supplies - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. Root Cause: Students come missing credits or from a state with different graduation requirements.
Student Learning
Problem Statement 1: While overall achievement on STAAR has improved, Meets and Masters (specifically Emergent Bilinguals and Special Education Students) can continue to improve. Root Cause: The state targets are set at a high level.





Student Learning
Problem Statement 2: Participation in college readiness tests are high, but students' scores are low. Root Cause: Historically, STAAR scores have been the primary focus. Just recently an emphasis has been placed on test preparation for college readiness exams.
School Processes & Programs
Problem Statement 2: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. Root Cause: Students come missing credits or from a state with different graduation requirements.

Goal 3: The percentage of CCMR graduates will remain at 95% or above with their CCMR qualifying criteria matching with their future plans for at least 25% of the students.

Performance Objective 1: Staff will have a clear understanding of and endorse the programs and certifications offered by RHS.

HB3 Goal

Evaluation Data Sources: CTE program enrollment, student registration, academic counselor scheduling, classroom walkthroughs, teacher evaluations

Strategy 1 Details	Reviews			
Strategy 1: Staff will work with academic counselor to increase student awareness of program and career possibilities so students will enroll in classes that align with their future career goals. Strategy's Expected Result/Impact: Students will be informed and able to choose paths of study that align with their interests and future plans. Staff Responsible for Monitoring: Academic Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will incorporate College and Career Readiness Standards and soft skills into their lessons through the use of relevant topics, real world scenarios, project based learning, field trips, guest speakers, etc. Strategy's Expected Result/Impact: Students will be prepare for success in college or the workforce after high school graduation. Staff Responsible for Monitoring: Teachers, Administrators, Accountability Coordinator, Academic Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 2 Funding Sources: Curriculum - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. **Root Cause:** Students come missing credits or from a state with different graduation requirements.

School Processes & Programs

Problem Statement 1: The new programs of study requirements by TEA could potentially have a drastic impact on the campus CCMR ratings. **Root Cause:** The master schedule takes time to change. The programs of study depend on consistency with student course completion and course alignment.

Problem Statement 2: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. **Root Cause:** Students come missing credits or from a state with different graduation requirements.

Goal 4: Staff, students, and administrators will work together to increase pride and belonging through clear and consistent communication and strong relationships which will result in increased involvement in school activities, more parent contact and engagement, and staff retention.

Performance Objective 1: All campus staff will communicate regularly with parents and students regarding important information.

Evaluation Data Sources: Remind records, email documentation, social media posts, parent contact logs, Eduphoria Aware journal

Strategy 1 Details	Reviews			
Strategy 1: Administrators will utilize group communication tools including social media, emails, and text reminders to keep all stakeholders informed and up-to-date with information. Strategy's Expected Result/Impact: Participation in activities will increase due to clear and consistent communication. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will work to develop a partnership through regularly communicating about discipline, grades, and positive shout outs or special events. Strategy's Expected Result/Impact: A strong partnership will form between parents and teachers for the success of the student Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:





Perceptions

Problem Statement 1: Parent engagement and understanding of high school requirements is limited. **Root Cause:** The demographics (education level, socio-economic level, and language barriers) of our community contribute to this issue. COVID impaired the development of relationships between the school and the community.

Goal 4: Staff, students, and administrators will work together to increase pride and belonging through clear and consistent communication and strong relationships which will result in increased involvement in school activities, more parent contact and engagement, and staff retention.

Performance Objective 2: The social and emotional needs of everyone on campus will be addressed in order to increase the sense of belonging, pride, and motivation across campus.

Evaluation Data Sources: Morning meetings, Chick-Fil-A Leadership Academy, Student Advisory Board, TCB lessons, Character Development, RTI behavior interventions, student input, counselor referral data

Strategy 1 Details	Reviews			
Strategy 1: The social emotional counselor and campus administration will check in with all staff members regularly and intervene to support anyone who is struggling. Strategy's Expected Result/Impact: Teachers will feel supported professionally and personally, increasing their likelihood to remain at RHS. Staff Responsible for Monitoring: Counselor, Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Positive relationships with parents will be developed through shared decision-making to provide students with the social emotional, behavioral, and academic supports they need to experience success. Strategy's Expected Result/Impact: Students will have a sense of belonging at school, become more involved, and make academic and behavioral progress. Positive relationships between the school and parents will be developed. Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers, Special Programs Director TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. **Root Cause:** Students come missing credits or from a state with different graduation requirements.

Problem Statement 2: Increasing numbers of discipline incidents, counselor referrals, and low attendance negatively impact student achievement and campus culture. **Root Cause** : Influences like home-life, access to basic needs, and exposure to properly spoken English outside of school present problem. Student absences are often related to a lack of transportation, parents not being home or not waking students up to get ready for school, translating at appointments for parents, etc.





School Processes & Programs

Problem Statement 2: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. **Root Cause:** Students come missing credits or from a state with different graduation requirements.

Goal 4: Staff, students, and administrators will work together to increase pride and belonging through clear and consistent communication and strong relationships which will result in increased involvement in school activities, more parent contact and engagement, and staff retention.

Performance Objective 3: Teachers will feel supported both personally and professionally which will result in higher staff retention.

Evaluation Data Sources: Mentor program, T-TESS Evaluation, Professional Development Calendar, Social-Emotional Counselor Schedule

Strategy 1 Details	Reviews			
Strategy 1: Staff will be provided with professional development opportunities, collaborative learning experiences, and constructive feedback to ensure their professional growth. Strategy's Expected Result/Impact: Teachers will feel supported. Staff Responsible for Monitoring: Campus Administrators, Accountability Coordinator, Curriculum Coordinators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. Root Cause: Students come missing credits or from a state with different graduation requirements.
Student Learning
Problem Statement 1: While overall achievement on STAAR has improved, Meets and Masters (specifically Emergent Bilinguals and Special Education Students) can continue to improve. Root Cause: The state targets are set at a high level.
Problem Statement 2: Participation in college readiness tests are high, but students' scores are low. Root Cause: Historically, STAAR scores have been the primary focus. Just recently an emphasis has been placed on test preparation for college readiness exams.
School Processes & Programs
Problem Statement 2: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. Root Cause: Students come missing credits or from a state with different graduation requirements.

Goal 5: During the 23-24 school year, Rice High School will increase the students passing rate for dual credit courses by 5% during the academic year. In addition, 25% of these participants will enroll in two or more dual credit courses simultaneously.

Performance Objective 1: Students and parents will be provided with information regarding dual credit courses.

Evaluation Data Sources: Meeting documentation, announcements, emails

Strategy 1 Details	Reviews			
Strategy 1: The high school will hold informational meetings with students and parents. Strategy's Expected Result/Impact: Students and parents will have necessary information to make decisions regarding dual credit enrollment. Staff Responsible for Monitoring: Campus Administrators and Counselors Title I: 4.1 Problem Statements: Student Learning 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The academic counselor will assist with schedule planning to ensure prerequisite courses are completed. Strategy's Expected Result/Impact: Students will remain informed and be prepared for dual credit course enrollment at the appropriate time. Staff Responsible for Monitoring: Campus Administrators and Counselors Title I: 4.1 Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1 Funding Sources: - 289 - Title IV, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Parents and students will be provided with instruction on navigating Apply Texas. Strategy's Expected Result/Impact: Families will have the necessary tools to complete the registration process. Staff Responsible for Monitoring: Campus Administrators and Counselors Title I: 4.1 Problem Statements: Perceptions 1 Funding Sources: - 289 - Title IV, Part A	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. **Root Cause:** Students come missing credits or from a state with different graduation requirements.

Student Learning

Problem Statement 2: Participation in college readiness tests are high, but students' scores are low. **Root Cause:** Historically, STAAR scores have been the primary focus. Just recently an emphasis has been placed on test preparation for college readiness exams.

School Processes & Programs

Problem Statement 2: An influx of new students creates issues with master scheduling, graduation requirements, and CCMR Ratings. **Root Cause:** Students come missing credits or from a state with different graduation requirements.

Perceptions





Problem Statement 1: Parent engagement and understanding of high school requirements is limited. **Root Cause:** The demographics (education level, socio-economic level, and language barriers) of our community contribute to this issue. COVID impaired the development of relationships between the school and the community.

Goal 5: During the 23-24 school year, Rice High School will increase the students passing rate for dual credit courses by 5% during the academic year. In addition, 25% of these participants will enroll in two or more dual credit courses simultaneously.

Performance Objective 2: Reimbursement for students that successfully complete dual credit courses.

Evaluation Data Sources: Student transcripts, budget and expenditures

Strategy 1 Details	Reviews			
Strategy 1: Students will submit their transcript each semester. Once transcripts are verified, students will be presented with a reimbursement check. Strategy's Expected Result/Impact: Increased opportunities for students to complete dual credit courses without financial burden on the family. Staff Responsible for Monitoring: Campus Administrators, Counselors, and Director of Finance Title I: 4.1 Problem Statements: Student Learning 2 Funding Sources: - 289 - Title IV, Part A	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Participation in college readiness tests are high, but students' scores are low. Root Cause: Historically, STAAR scores have been the primary focus. Just recently an emphasis has been placed on test preparation for college readiness exams.

State Compensatory

Budget for Rice High School

Total SCE Funds: \$168,237.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

This budget is primarily spent on teacher salaries to recruit and retain high quality teachers in order to reduce class sizes and meet the needs of our At-Risk students. Intervention materials and supplies are used primarily during the built-in intervention period. Training to reinforce best practices for student success and other supplies are also purchased out of this budget.

Personnel for Rice High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
-	Classroom Teachers	1
-	SEL Counselor	1

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Training		\$0.00
1	2	1	Leadership and Character Education		\$0.00
1	2	2	Social Media		\$0.00
2	1	2	College Readiness Exams		\$0.00
2	1	2	CTE Exams		\$0.00
2	2	1	Planning time		\$0.00
2	2	3	Intervention supplies		\$0.00
3	1	2	Curriculum		\$0.00
Sub-Total					\$0.00
199 - State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	NWEA MAP	6500	\$0.00
2	1	1	Summer School Supplies	500	\$0.00
2	1	1	SEL Counselor Travel	500	\$0.00
2	2	2	Intervention Supplies	500	\$0.00
Sub-Total					\$0.00
289 - Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$0.00
5	1	3			\$0.00
5	2	1			\$0.00
Sub-Total					\$0.00