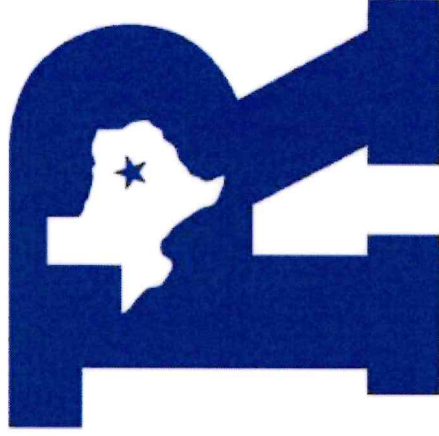


Rice Independent School District Rice Intermediate Middle School 2022-2023 Comprehensive Needs Assessment

Accountability Rating: B

Distinction Designations:

- Academic Achievement in Mathematics
- Academic Achievement in Social Studies
- Top 25 Percent: Comparative Academic Growth
- Top 25 Percent: Comparative Closing the Gaps Postsecondary Readiness



Board Approval Date: October 19, 2022
Public Presentation Date: October 19, 2022

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rice Intermediate Middle/School is a 5th-8th grade campus that serves around 330 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 Indian / Alaskan Native	Hawaiian / Pacific Isl	Non Enrolled	Dyslexia	At Risk	At Risk Not Promoted	At Risk Not Promoted Doc	At Risk Incarcerated	SpEd	GT	EB-Current	EB-Mi	
49.24%	50.76%	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%	46.20%

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 campus has two receptionists, a police officer, an academic advisor, 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.

This is the first 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. There are 25 students in this class. 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: 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: 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: 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 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.

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: 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: 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: 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.

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

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.

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, Education Galaxy, Think Up!, Stemscopes, 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, 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 K12 Summit, 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 contributes to more intentional and targeted discussions about student data.

Problem Statements Identifying School Processes & Programs Needs

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 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 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: 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. While there is apprehension regarding the 2022-2023 school year bringing a lot of change to the IMS with new administration and staff members, it has been a positive transition that provides new perspectives and ideas to the campus structure. Although, some teachers struggle with perception regarding the workload, there is a positive perception regarding the level of support on campus.

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: 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.

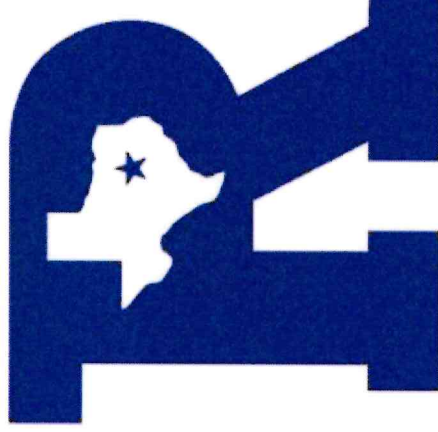
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Rice Independent School District Rice Intermediate Middle School 2022-2023 Goals/Performance Objectives/Strategies by Staff Responsible for Monitoring

Accountability Rating: B

Distinction Designations:

- Academic Achievement in Mathematics
- Academic Achievement in Social Studies
- Top 25 Percent: Comparative Academic Growth
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Postsecondary Readiness



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Goals/Performance Objectives/Strategies by Staff Responsible for Monitoring

Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Coordinators, Testing & Accountability Coordinator			
Goal	Performance Objective	Strategy	Description
1	1	1	Teachers will continue the use of +10 data charts and other data to monitor student progress throughout the year.

Staff Responsible for Monitoring: Teachers, Administrators; Academic Advisor			
Goal	Performance Objective	Strategy	Description
1	1	2	School staff will confer with students and parents about goal setting and progress monitoring regularly throughout the year.

Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Coordinators			
Goal	Performance Objective	Strategy	Description
1	2	1	Teachers will provide extensions like choice boards and project based learning opportunities for students to explore deeper into content.
1	3	1	Teachers will incorporate content-based reading and writing in all subjects including the R.A.C.E. strategy to write short constructed responses.

Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Coordinators, Testing & Accountability Coordinator			
Goal	Performance Objective	Strategy	Description
1	2	2	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.

Staff Responsible for Monitoring: Teachers, Curriculum Coordinators, Administrators, Accountability Coordinator, Special Populations Director			
Goal	Performance Objective	Strategy	Description
1	3	2	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.

Staff Responsible for Monitoring: Teachers, Administrators, Special Populations Coordinator, Interventionists			
Goal	Performance Objective	Strategy	Description
2	1	1	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.

Staff Responsible for Monitoring: Paraprofessionals, Teachers, Interventionists, Administrators, Special Programs Director			
Goal	Performance Objective	Strategy	Description
2	1	2	Paraprofessionals and interventionists will communicate regularly with classroom teachers about the best way to support students during in-class or pull-out support.

Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Coordinators, Accountability Coordinator, Special Programs Director, Interventionists			
Goal	Performance Objective	Strategy	Description
2	2	1	WIN Time will be used effectively to provide targeted and individualized intervention for all students while programs like Fountas & Pinnell Literacy Program, Dyslexia services, Learning Ally, and K12 Summit will be used to systematically intervene with students with specifically identified needs.

Staff Responsible for Monitoring: Teachers, Administrators, Special Programs Director, Paraprofessionals, Interventionists			
Goal	Performance Objective	Strategy	Description
2	2	2	Student accommodations and modifications will be provided and documented appropriately.

Staff Responsible for Monitoring: Counselor, Administrators, Teachers			
Goal	Performance Objective	Strategy	Description
2	3	1	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.

Staff Responsible for Monitoring: Police Department, Administrators			
Goal	Performance Objective	Strategy	Description
3	1	1	Employ a dedicated Rice ISD Police Officer who is regularly visible and positively interacts with students on campus.

Staff Responsible for Monitoring: Police officers, Administrators			
Goal	Performance Objective	Strategy	Description
3	1	2	Hold regular drills, door checks, and reminders of safety expectations including training students to report unsafe or inappropriate behavior.

Staff Responsible for Monitoring: Administrators, Academic Advisor, Teachers			
Goal	Performance Objective	Strategy	Description
3	2	1	Campus stakeholders will regularly recognize achievements and positive behavior of one another through a positive feedback system.

Staff Responsible for Monitoring: Administrators, Academic Advisor, Teachers, Committees			
Goal	Performance Objective	Strategy	Description
3	2	2	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.).

Staff Responsible for Monitoring: Administrators, Academic Advisor, Teachers, Accountability Coordinator, SEL Counselor			
Goal	Performance Objective	Strategy	Description
3	3	1	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.

Staff Responsible for Monitoring: Administrators, Academic Advisor, Committees, CTE Director			
Goal	Performance Objective	Strategy	Description
3	3	2	Collaborate with high school to include more junior high electives and opportunities that align with the high school certification pathways.

Staff Responsible for Monitoring: Administrators, Academic Advisor, SEL Counselor, Teachers, Committees			
Goal	Performance Objective	Strategy	Description
3	3	3	Provide students with opportunities to learn and develop social-emotional awareness through positive interactions, collaboration, and character education.

Staff Responsible for Monitoring: Administrators, Academic Advisors, Committee Leaders			
Goal	Performance Objective	Strategy	Description
4	1	1	Develop committees to identify and make plans to address campus needs.

Staff Responsible for Monitoring: Administrators, Teachers, Committee Leaders, Teachers			
Goal	Performance Objective	Strategy	Description
4	1	2	Keep clear and open lines of communication between all parties by consistently providing information and feedback.

Staff Responsible for Monitoring: Administrators, Curriculum Coordinators, Accountability Coordinator			
Goal	Performance Objective	Strategy	Description
4	2	1	Provide proper training and resources that assist staff in meeting their professional and instructional goals.

Staff Responsible for Monitoring: Administrators, Curriculum Coordinators, Accountability Coordinators			
Goal	Performance Objective	Strategy	Description
4	2	2	Properly train and support eligible teaching staff throughout T-TESS, SLO, and TIA processes to submit the best quality data for their designation determination.