Carrollton-Farmers Branch Independent School District

Ranchview High School

2022-2023 Campus Improvement Plan

Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: April 13, 2022

Demographics

Demographics Summary

Our district includes addresses from 5-6 municipalities. District enrollment numbers are ~26,000 students and administers 39 campuses. ~71% African American, ~12% Asian, ~56% Hispanic, 0.3% American Indian, 0.1% Pacific Islander, ~13% White, and 2.8% two or more races. ~63% of students are economically disadvantaged, 30.3% of students are English Language Learners "ELL" and 12.0% of students are served through special education "SPED" services.

Ranchview is a secondary high school (9-12) campus that fluctuates at around 950-1000 students throughout the year. We are ~43% African American, 18% Asian, ~22% Hispanic, ~.5% American Indian, .02% Pacific Islander, ~13% White, and ~5% "two or more races". The current faculty is ~62% White, 18% Hispanic, ~15% African American, and 5% two or more races. The campus's economically disadvantaged students are around ~52% and 14.0% are served through SPED services. Ranchview is comprised of ~9% ELL students. ~67% of teachers hold at least a Bachelor's degree. 30% of teachers have a Masters degree and ~2% have a Doctorate degree. Eight teachers on campus are certified in ESL and nine teachers are SpEd certified. A third of the teachers are in their first five years of experience. A quarter of the teachers have between 6 to 10 years of experience. 16% of the teachers have 12 to 20 years of experience and five have more than 20 years of experience.

Demographics Strengths

Staff level of education: ~67% of teachers hold at least a Bachelor's degree. 30% of teachers have a Masters degree and ~2% have a Doctorate degree.

Community involvement: Ranchview currently has 25 community partnerships with businesses and organizations in our area.

Attendance rate: The attendance rate on campus is in the 91 percentage range as found in the TAPR report.

Student culture of acceptance: Surveys indicate that perception of acceptance is 70% positive on the Panorama Survey.

Staff satisfaction with belonging and well being, satisfaction and purpose are both 79% as evidenced by data on the 2022 Upbeat data report.

The perception of safety is 60% as evidenced by data on the 2022 Upbeat data report.

Feeling of appreciation among the teachers is 74% in all areas as evidenced on the 2022 Upbeat data report.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A lack of parental support is apparent in both response to behavioral referrals as well as attendance for important functions. **Root Cause:** Parents are over extended with providing for family and don't know how to help their student or lack resources.

Problem Statement 2: The community involvement for Ranchview High school is lacking in that we have limited partnerships with local businesses. **Root Cause:** The time that Ranchview staff has to establish connections and relationships with business partners is limited for long-term relationships. There is a lack of consistency in programs of study that would comport with local businesses.

Problem Statement 3: There is a high percentage of students that are limited in their options for transportation which limits their tutorial and extracurricular attendance and participation. **Root Cause:** There is a gap in parental responsibility and availability. There is a lack of resources for transportation for the students.

Problem Statement 4: Students at Ranchview are highly transitory due to the economic relocation opportunities in North Irving. This causes a highly fluctuating student body that ends up with missing attendance and grades. **Root Cause:** Parents frequently move living arrangements in and out of district boundaries.

Student Learning

Student Learning Summary

At Ranchview, student learning is focused on supporting students' mastery of the Essential Standards identified for each grade level and content area. The teachers have been faced with many challenges the past couple of years of educating our student and preparing them to master the State Essential Standards. Algebra 1 students met or are close to meeting the targeted performance goals. On MAP Assessments, in ELA, the students scored 69 percent which is higher than the target goal (65%) for cycle 2. In English 2, students scored 86 percent which is above the goal set at 70 percent. The biology students were below the targeted goals for cycle 1. With the target goal of 78 percent, the biology students performed below the target goal at 60 percent at the approaches level. For students who are economically disadvantaged, student results exceeded the target goal in cycle 2 for both English 1 and Algebra 1. For students who are served under special education, student results exceeded the target goal in cycle 2 for both English 1 and Algebra 1. The English Language Learners, however, did not meet the target goals in cycle 1 or cycle 2 in English.

EOC Data - Spring 2022

Test	State	District % Passing	RHS % Passing	Did Not Meet	Approaches	Meets	Masters
English 1	63	55	60	40%	14%	38%	8%
English 2	71	65	71	28%	12%	50%	9%
Algebra	72	71	45	55%	29%	10%	6%
Biology	82	79	80	19%	28%	35%	17%
US History	89	85	90	11%	21%	30%	39%

Student Learning Strengths

Based on the STAAR test results from Spring of 2021 as seen in the TEA school report card for the 2020-2021 school year, the performance from students on our campus exceeded the district scores at the approaches level in all subject areas. In 2021, 83% of students scored at the

approaches level in U.S. History, 76% of students scored at the approaches level in English, 64% scored at the approaches level in math, and 76% scored at the approaches level in science.

Based on MAP scores from cycle 2 on page 9 in the RHS campus plan, we determined student learning strengths based on how well students performed relative to the formative goals. In English 1, students exceeded formative goals at approaches and meets. In English 2, students exceeded formative goals at all levels of proficiency. In U.S. History, students exceeded formative goals at meets and masters. In Algebra 1, students exceeded formative goals at meets and masters. Based on cycle 1 MAP scores, students in biology exceeded formative goals at the masters level.

MAP Data from 2021-2022:

	2021-2022 MAP English 9th Grade								
	Fall			Winter			Spring		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Economic Disadvantage	15.9%	22.2%	4.0%	12.1%	21.0%	4.9%	21.0%	27.7%	3.40%
Emergent Bilingual	16%	20.0%	0.0%	16.0%	12.0%	4.0%	7.7%	23.1%	3.9%
Special Education	11.4%	8.6%	0.0%	14.3%	3.6%	3.6%	13.8%	10.3%	0.00%
ALL	18.1%	29.6%	11.5%	15.3%	31.1%	8.6%	17.7%	36.7%	10%
	2021-2022 MAP English 10 Grade								
	Fall			Winter			Spring		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Economic Disadvantage	12.8%	41.5%	6.4%	21.5%	35.5%	4.3%	21.4%	31.5%	9%
Emergent Bilingual	16.7%	16.7%	0%	11.1%	0%	5.6%	12.5%	16.7%	0%
Special Education	4.6%	9.1%	0%	13.0%	4.4%	0%	0%	5.6%	0%
ALL	10.6%	43.9%	16.2%	19.5%	36.1%	13.2%	19.7%	30.8%	18%
	2021-2022 MAP Algebra								
	Fall			Winter			Spring		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Economic Disadvantage	50.6%	9.9%	5.5%	48.3%	12.7%	1.2%	40%	10%	7%
Emergent Bilingual	50%	5%	15%	45%	20%	10%	42.3%	19.2%	7.7%
Special Education	43.8%	6.3%	6.3%	29.4%	11.8%	5.9%	33.3%	0%	4%
ALL	50.8%	14.1%	7.8%	44.4%	19.3%	5.9%	43.2%	11.5%	10%

	2021-2022 MAP English 9th Grade								
	2021-2022 MAP Biology								
	Fall			Winter			Spring		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Economic Disadvantage	18.9%	12.3%	14.5%	13.6%	17.5%	16.5%	18.5%	10.2%	21.3%
Emergent Bilingual	8%	16%	12%	10.5%	21.1%	15.8%	11.5%	7.7%	23.1%
Special Education	9.4%	9.4%	3.1%	13.0%	8.8%	8.8%	7.7%	11.5%	7.7%
ALL	15.7%	20.4%	24.2%	12.4%	17%	33%	15%	11.1%	39%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): For students who are categorized as English Learners (ELs), based on the STAAR Reading test in cycles 1 and 2, the actual student results for approaches and meets were significantly low for each. **Root Cause:** There has been a significant influx of EB's from cycle 1 to cycle 2 without any additional teachers. Teachers may lack the skills and resources to support EB learners effectively.

Problem Statement 2 (Prioritized): Students are not engaged in the school process and their courses which results in students not passing and earning the expected number of credits each semester. **Root Cause:** Classroom instruction is not engaging and meeting the needs of the students.

School Processes & Programs

School Processes & Programs Summary

Throughout the year RHS is collecting data on instructional practices, curricular, personnel support and training, organizational leadership and administrative programs. In the area of instruction, the administration completes TTESS observations and mentor relationships with teachers as well as consistent Professional Development opportunities focusing on classroom instruction. In the area of curricular, our core departments have an instructional facilitators and department managers that ensure that personnel follow district and state guidelines for curricular expectations and assessment protocols. These individuals work with district office departmental leaders. In the area of personal, department leaders work with administrators to seek out and interview high quality teaching candidates. Mentor teams along with TTESS observations assess professional needs. In the area of organization, meetings are conducted with the campus leadership team, discipline committee, Campus Improvement Committee (CIC), administration, and graduation team. In the area of administrative, the teachers and staff are using restorative practices to meet the students' social and emotional needs. Included in restorative practice, the campus has created a restorative center, peace room, and a strike zone. Other administrative processes include professional development periods, advisory lessons, bell to bell instruction and data driven instructional practices. Also, RHS students are able to participate in our Culinary Arts program, Information Technology Academy and starting next year the Floral Design Program. Students also have the opportunity to participate in athletics during the school day as well as fine arts programs such as band, orchestra, choir, theater arts, and visual arts.

School Processes & Programs Strengths

1. Ranchview has a plethora of curricular choices, and material goods to deliver curriculum.

2. Most departments have access to curricular resources

3. Our geographic location among thriving industry provides us with a robust set of teaching candidates and Irving/Las Colinas area has infrastructure to support housing.

4. Our general command structure from Principal to teacher is one of academic prescriptive competence. (instructional expertise shared among administrative staff)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The perception is that PD periods are not always an efficient use of teachers' time. **Root Cause:** Clear targets and end products for PD are not clearly defined.

Problem Statement 2 (Prioritized): Restorative practices are not consistently implemented across the campus. **Root Cause:** Ranchview has implemented new procedures and processes for school and classroom culture. There has also been significant staff turnover in the past year.

Problem Statement 3 (Prioritized): A lack of parental support is apparent in both response to behavioral referrals as well as attendance for important functions. **Root Cause:** Parents are over extended with providing for family and don't know how to help their student or lack resources.

Problem Statement 4: Standards of professional development in non-core classes, lead to lack of monitoring, and assessment of best practices. **Root Cause:** There have been scheduling conflicts in the master schedule preventing non-core teachers to meet consistently for PD time.

Problem Statement 5: The community involvement for Ranchview High school is lacking in that we have limited partnerships with local businesses. **Root Cause:** The time that Ranchview staff has to establish connections and relationships with business partners is limited for long-term relationships. There is a lack of consistency in programs of study that would comport with local businesses.

Problem Statement 6: SPED, CTE, ESL, and LOTE departments do not have district level support to ensure curricular standards. **Root Cause:** There is a lack of funding for personnel and resources to support special populations of students.

Problem Statement 7: Turnover rate for staff is high especially in coaching positions. This turnover affects core class continuity within departments. The personnel formula for the number of teaching units with coaching staff is not effective for our campus needs. **Root Cause:** Ranchview is centrally located in the North Texas Area which makes it easier for teacher and coaches to easily move districts for better job opportunities.

Perceptions

Perceptions Summary

RHS's goal as a campus is to graduate every student college and career ready without remediation. As a campus RHS is guided by the "5 that drive," which are made of culture, data, observation and feedback, MTSS and restorative practices. Each of those categories are supported by professional learning communities and CFB interdepartmental support. Ninety percent of our senior class completed one or more college applications and 86% have completed their FAFSA forms. Each year teachers complete the Upbeat Survey to provide feedback on school culture and work environment.   Strengths of the survey include: teacher belonging & well-being – 79%, inclusion by the teachers – 87%, recruiting, retention and on-boarding – 78%, teachers feeling appreciated – 74%, and trust between principals and teachers – 89%. Some of the areas for growth from the survey include: student engagement - 67 percent, school safety - 60 percent, parent/teacher communication - 69 percent, and teacher voice and leadership - 66 percent. The students completed the Panorama survey and the strongest areas rated by the students include: teacher pedagogical effectiveness – 73 percent, classroom climate – 71 percent, and rigorous classroom expectations – 71 percent. The lower areas rated by the students include classroom teacher-student relationships - 67 percent, and classroom engagement – 51 percent.

Additionally, Ranchview sends out a weekly email communication to parents, teachers, and students; posts on multiple social media platforms; and hosts meet the teacher and parent/teacher conferences each semester. Ranchview has had over 25 area businesses donate products or services to our school this year.

Perceptions Strengths

On the upbeat **teacher** survey belonging and well-being was 79% positive.

On the upbeat survey inclusion was 87% by the teachers.

On the upbeat survey, care & commitment was 80%.

On the upbeat survey, recruiting, retention and on-boarding was 78%.

On the upbeat survey appreciation was 74%.

On the upbeat survey principal/teacher trust was 89%.

On the Panorama Survey by **students** taken fall of 2021:

*Classroom climate was 71% positive.

*Classroom rigorous expectations - 71% positive.

*Teacher pedagogical effectiveness - 73% positive.

*Lower categories include classroom teacher-student relationships - 67 percent, and classroom engagement – 51 percent.

Parent Square communication with parents recorded as of 4/15/22 were 4,134 email and 1220 threads.

Social Media posts on Facebook for 8/1/21-6/21/22 were 10,877. Twitter views were 3.1K for the month of May 2022.

Parent contacts by teachers are 1,765 recorded as of 4/13/22

Ranchview received the social media award in the district in March.

Ranchview implemented a new Discipline Management System for students and staff using restorative practices.

RHS created a peace room and added a restorative specialist in the 21.22 school year.

We have 25 community engagement organizations this current school year.

More parents attend the meet the teacher night & the new student orientation than other parent/teacher conferences.

The whole junior class did a virtual tour of Texas Tech & Culinary Students toured Collin County Community College.

90% of the senior class has completed one or more college applications as of 3/28/22.

86% of the seniors had completed the FASFA form as 4/25/22.

Ranchview had 69% of seniors going to some type of secondary school compared to the districts metric of 64% as of 08/2021.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff perception is that they don't have significant input on campus policies and decisions. **Root Cause:** Administration does not share the pros and cons considered when decisions were made. (visual representations of input data)

Problem Statement 2 (Prioritized): There is a perception by the teachers that school safety needs improvement due to the inconsistent enforcement of campus rules in individual classrooms. **Root Cause:** There is a lack of visibility of authority figures in the hallways/ parking lots/exits.

Problem Statement 3 (Prioritized): A lack of parental support is apparent in both response to behavioral referrals as well as attendance for important functions. **Root Cause:** Parents are over extended with providing for family and don't know how to help their student or lack resources.

Priority Problem Statements

Problem Statement 5: A lack of parental support is apparent in both response to behavioral referrals as well as attendance for important functions.

Root Cause 5: Parents are over extended with providing for family and don't know how to help their student or lack resources.

Problem Statement 5 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 1: For students who are categorized as English Learners (ELs), based on the STAAR Reading test in cycles 1 and 2, the actual student results for approaches and meets were significantly low for each.

Root Cause 1: There has been a significant influx of EB's from cycle 1 to cycle 2 without any additional teachers. Teachers may lack the skills and resources to support EB learners effectively.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The perception is that PD periods are not always an efficient use of teachers' time.

Root Cause 2: Clear targets and end products for PD are not clearly defined.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 6: Students are not engaged in the school process and their courses which results in students not passing and earning the expected number of credits each semester.

Root Cause 6: Classroom instruction is not engaging and meeting the needs of the students.

Problem Statement 6 Areas: Student Learning

Problem Statement 3: Restorative practices are not consistently implemented across the campus.

Root Cause 3: Ranchview has implemented new procedures and processes for school and classroom culture. There has also been significant staff turnover in the past year.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a perception by the teachers that school safety needs improvement due to the inconsistent enforcement of campus rules in individual classrooms.

Root Cause 4: There is a lack of visibility of authority figures in the hallways/ parking lots/exits.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

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

Guiding Objectives

Revised/Approved: May 5, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By Spring of 2023, through professional development opportunities, PLC practice, and curricular review our Panorama survey data will show a score of 60% on Student Classroom Engagement. (with a focus on sub populations such as Emergent Bilingual Students etc.)

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Panorama survey

Strategy 1 Details				Reviews			
Strategy 1: Increase reading time every day for students. Students will have structured Silent, Sustained Reading (SSR) time for 20 min every day. **Strategy's Expected Result/Impact:** Student achievement expected to rise to 80% passing on English EOC exams. **Staff Responsible for Monitoring:** ELA Instructional Facilitator and Principal. **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Classroom set of books - 211 Title I - $1,875				**Formative**			**Summative**
				Oct	Jan	Mar	June

Strategy 2 Details				Reviews			
Strategy 2: Increase training, create monitoring system, and increase staff development focusing on Emergent Bilingual Students, strategies, and learning outcomes. **Strategy's Expected Result/Impact:** Increase in engagement levels, Increase in student achievement. **Staff Responsible for Monitoring:** Principal/ Instructional Facilitator. **Problem Statements:** Student Learning 1 **Funding Sources:** Trainings for teacher on implementing strategies to assist Emergent Bilingual students. - 211 Title I - $500				**Formative**			**Summative**
				Oct	Jan	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Provide tutorial sessions for students after school for students to receive extra support in their academic subjects.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in the number of students passing their classes and receiving credit for courses. **Staff Responsible for Monitoring:** Principal - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Funds to pay teachers for tutorials after school and for attendance make up tutorial sessions. - 211 Title I - $2,000					

Strategy 4 Details		Reviews		
Strategy 4: Provide computer programs/applications for teachers to use in the classroom to increase student engagement with the content.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student engagement with the content and improve student academic success. **Staff Responsible for Monitoring:** Principal - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Funds to purchase site licenses for computer applications - 211 Title I - $5,700					

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: For students who are categorized as English Learners (ELs), based on the STAAR Reading test in cycles 1 and 2, the actual student results for approaches and meets were significantly low for each. **Root Cause**: There has been a significant influx of EB's from cycle 1 to cycle 2 without any additional teachers. Teachers may lack the skills and resources to support EB learners effectively.
Problem Statement 2: Students are not engaged in the school process and their courses which results in students not passing and earning the expected number of credits each semester. **Root Cause**: Classroom instruction is not engaging and meeting the needs of the students.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By August 2023, the percentage of graduates who meet college-ready criteria for English and math through SAT, ACT, TSIA or College Prep English or College Prep math will increase from 51.6% to 55%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Testing results from SAT, ACT, TSIA and completion rates for College Prep English and Math Courses

Strategy 1 Details	Reviews			
Strategy 1: Increase rigor in the classroom instruction for each content course and encourage all students to participate in test prep opportunities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student performance on college readiness testing **Staff Responsible for Monitoring:** Principal/Instructional Facilitator **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Supplemental test prep materials and funding for teachers - 211 Title I - $700				

Strategy 2 Details	Reviews			
Strategy 2: Engage students in the college-going process by completing a college visit with the junior class.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Bring awareness of the college going process and show the process of how to apply to college. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.6 **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** Funding for transportation - 211 Title I - $500				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: A lack of parental support is apparent in both response to behavioral referrals as well as attendance for important functions. **Root Cause**: Parents are over extended with providing for family and don't know how to help their student or lack resources.

Student Learning
Problem Statement 1: For students who are categorized as English Learners (ELs), based on the STAAR Reading test in cycles 1 and 2, the actual student results for approaches and meets were significantly low for each. **Root Cause**: There has been a significant influx of EB's from cycle 1 to cycle 2 without any additional teachers. Teachers may lack the skills and resources to support EB learners effectively.
Problem Statement 2: Students are not engaged in the school process and their courses which results in students not passing and earning the expected number of credits each semester. **Root Cause**: Classroom instruction is not engaging and meeting the needs of the students.

School Processes & Programs
Problem Statement 1: The perception is that PD periods are not always an efficient use of teachers' time. **Root Cause**: Clear targets and end products for PD are not clearly defined.
Problem Statement 3: A lack of parental support is apparent in both response to behavioral referrals as well as attendance for important functions. **Root Cause**: Parents are over extended with providing for family and don't know how to help their student or lack resources.

Perceptions
Problem Statement 3: A lack of parental support is apparent in both response to behavioral referrals as well as attendance for important functions. **Root Cause**: Parents are over extended with providing for family and don't know how to help their student or lack resources.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By August 2022, increase visibility of interior hallways by upgrading the camera systems to reduce blind-spots in the building to increase safety and security in the building.

By August 2022, Ranchview will have implemented an additional monthly safety audit that will produce baseline data to track compliance with secured outside doors. The goal is for zero exterior doors to be found open the safety audit.

High Priority

Evaluation Data Sources: Staff created audit document.

Strategy 1 Details		Reviews		
Strategy 1: Create a schedule as well as a checklist of items to be reviewed at least monthly to ensure that all camera systems are working and that safety procedures such as exterior doors are locked and secured and that all visitors are properly checked in through the front office.		**Formative**		**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Student and staff safety are increased and there will be an increase in the Upbeat and Panorama survey data that Ranchview stakeholders feel safe in the building. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Perceptions 2				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1 Problem Statements:

Perceptions
Problem Statement 2: There is a perception by the teachers that school safety needs improvement due to the inconsistent enforcement of campus rules in individual classrooms. **Root Cause**: There is a lack of visibility of authority figures in the hallways/ parking lots/exits.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By Spring of 2023 Ranchview's community involvement will increase as evidenced by a renewed membership growth in our PTA from 90 to 120 members.

    Evaluation Data Sources: PTSA membership rosters.

Strategy 1 Details		Reviews			
Strategy 1: Incentivize parent recruitment of new members by students and parents.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the PTA roster and increase parent participation in school activities and programs.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 3 - Perceptions 3 **Funding Sources:** Parent Meetings - 211 Title I - $300					
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 1 Problem Statements:

Demographics
Problem Statement 1: A lack of parental support is apparent in both response to behavioral referrals as well as attendance for important functions. **Root Cause**: Parents are over extended with providing for family and don't know how to help their student or lack resources.
School Processes & Programs
Problem Statement 3: A lack of parental support is apparent in both response to behavioral referrals as well as attendance for important functions. **Root Cause**: Parents are over extended with providing for family and don't know how to help their student or lack resources.
Perceptions
Problem Statement 3: A lack of parental support is apparent in both response to behavioral referrals as well as attendance for important functions. **Root Cause**: Parents are over extended with providing for family and don't know how to help their student or lack resources.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By Spring of 2023, through PD for teachers, and SEL lessons for students on the importance of a sense of belonging Students will feel a sense of belonging from 67% to a 75% score on our Panorama survey. Additionally, we will work towards a full staff engagement for the restoratives practices that will lead to a 10% reduction of behavioral infractions as evidenced by referral quantity.

Evaluation Data Sources: Referral data in TEAMS - total incidents.
Panorama Survey data

Strategy 1 Details	Reviews			
Strategy 1: Create SEL lessons delivered to students monthly and Restorative lessons for staff.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased SEL lessons will increase the sense of connection between staff and students which will result in higher results on the Panorama Survey taken by students.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Restorative practices are not consistently implemented across the campus. **Root Cause**: Ranchview has implemented new procedures and processes for school and classroom culture. There has also been significant staff turnover in the past year.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By Spring of 2023, teachers will have a better appreciation and connection to the various district resources emanating from our district curriculum through web page improvements, and departmental direction. This will be determined by the increase from 77% to 85% from the question on upbeat survey "My school provides the instructional supplies I need..."

Evaluation Data Sources: Upbeat Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Create formative assessments for teachers to give feedback throughout the school year to address curriculum and instructional needs prior to the Panorama survey in the spring semester.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: There will be fewer surprises in summary data and increased communication between teachers and district leadership. As a result of the frequent feedback, support can be given to teachers with the resources that are available to them. **Staff Responsible for Monitoring:** Principal - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1 Problem Statements:

Student Learning
Problem Statement 2: Students are not engaged in the school process and their courses which results in students not passing and earning the expected number of credits each semester. **Root Cause**: Classroom instruction is not engaging and meeting the needs of the students.
School Processes & Programs
Problem Statement 1: The perception is that PD periods are not always an efficient use of teachers' time. **Root Cause**: Clear targets and end products for PD are not clearly defined.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Sherie Skruch	Principal
Administrator	Bobbie Taylor	Associate Principal
Administrator	LaDacher Jackson	Assistant Principal
Administrator	Malcolm Watson	Assistant Principal
Classroom Teacher	Sean Walker	Science Teacher
Classroom Teacher	Jeremy Thornburgh	Social Studies Teacher
Classroom Teacher	Cami Nixon	Math Teacher
Classroom Teacher	Carolyn Cordes	English Teacher
Classroom Teacher	Brian Towndrow	Fine Arts Teacher
Classroom Teacher	Krisly Osegueda	LOTE Teacher
Classroom Teacher	Marquis O'Banner	SPED Teacher
Classroom Teacher	Jordan Mays	CTE Teacher
Parent	Lititia Walden	Parent
Parent	Jim Jones	Parent
Parent	Urooj Usman	Parent
Community Representative	Neaz Ahmed	Valley Ranch Islamic Center
Classroom Teacher	Kristin Usrey	RHS DIC Rep
Community Representative	Destiny Lowrey	Community Member - City of Irving - Cimarron Rec Center
Parent	Pooja Shah	Parent
Parent	Taidina Parson	Parent
Classroom Teacher	Michaela Bledsoe	CTE Teacher
Community Representative	Heather Johnson	Community Member - Valley Ranch HOA

Campus Funding Summary

			211 Title I		
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Classroom set of books		$1,875.00
1	1	2	Trainings for teacher on implementing strategies to assist Emergent Bilingual students.		$500.00
1	1	3	Funds to pay teachers for tutorials after school and for attendance make up tutorial sessions.		$2,000.00
1	1	4	Funds to purchase site licenses for computer applications		$5,700.00
1	2	1	Supplemental test prep materials and funding for teachers		$700.00
1	2	2	Funding for transportation		$500.00
3	1	1	Parent Meetings		$300.00
				Sub-Total	$11,575.00
				Budgeted Fund Source Amount	$11,575.00
				+/- Difference	$0.00
				Grand Total Budgeted	$11,575.00
				Grand Total Spent	$11,575.00
				+/- Difference	$0.00